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BLACK ALUMNAE OF PREDOMINANTLY WHITE COLLEGES: THEIR
EFFECT UPON THE DEVELOPMENT OF ENTITLEMENT
IN BLACK STUDENTS

A Dissertation Presented

by

ELIZABETH B. RAWLINS

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1991

School of Education

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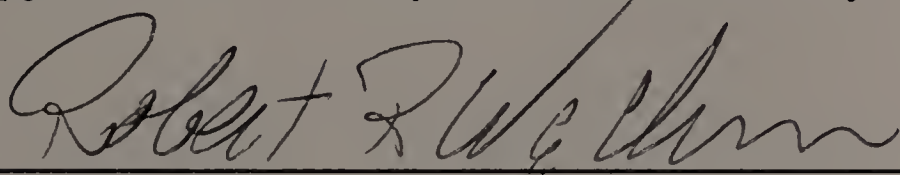
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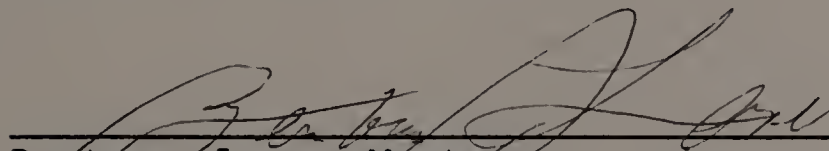
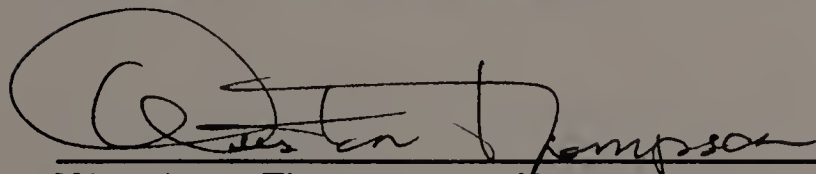
by

ELIZABETH B. RAWLINS

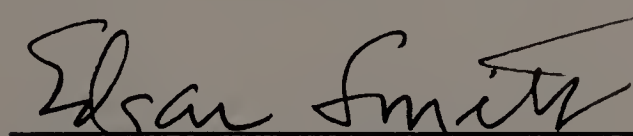
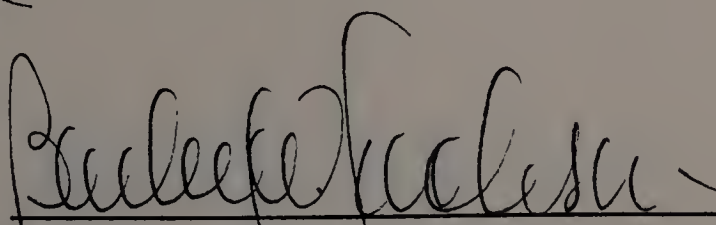
Approved as to style and content by:



Robert Wellman, Chair


Barbara Love, Member

Winston Thompson, Member


Edgar Smith, Member
Bailey Jackson, Dean
School of Education

DEDICATION

For my "Simmons Sisters"

Past and Present

Known and Unknown

Whose struggles to succeed

And whose achievements

Have inspired me.

To my family for being there.

ACKNOWLEDGEMENTS

My completion of this work is attributable in part, to the concern and assistance of many people. They include colleagues, alumnae of Simmons College, friends and students--all of whom were willing to share with me their experiences and wisdom about the topic of "Entitlement".

Space does not allow a proper recognition of each of them by name. However, I especially want to acknowledge the courage and support, both financial and personal, of William Holmes, President of Simmons College. Without it the project would have been almost impossible to complete.

The Entitlement Committee is due special thanks and recognition for its enthusiastic work--meeting, planning, calling, writing, cajoling and searching to get their "sisters" back to the college for what turned out to be a grand affair. They include alumnae Desiree Baynes, Marcia Holford-Bedford, Zita Cousens-Brown, Linda Hope, Lasaundra Leach, Candyce Polk-Lindsay, Carol McLaurin, Ortencia Cortez-Santiago, Carol Waller-Pope, Professor Reginald Jackson, Assistant Director of Admissions, Jennifer Kilson-Paige and Admissions Counselor, Paige Lee.

Special recognition is due Barbara Elam '49 an alumna of both the undergraduate and graduate School of Library Science at Simmons, for her help in uncovering the whereabouts of many senior alumnae. These women's long view gave breadth and depth to the Simmons experience for Black women who attended the college in its earlier years. In addition Erma Brooks because of whom I began my work in Higher Education at Simmons, contributed the names and locations of several former faculty and alumnae who are active in the Boston Public Schools.

Finally, my appreciation and gratitude is extended to my Dissertation Committee, Barbara Love, Edgar Smith, Winston Thompson and chairman Robert Wellman for their support over the long haul and for their belief in the worth of this project. To Sheryl Jablonski, many thanks for her careful typing and editing in record time.

ABSTRACT

BLACK ALUMNAE OF PREDOMINANTLY WHITE COLLEGES: THEIR EFFECT UPON THE DEVELOPMENT OF ENTITLEMENT IN BLACK STUDENTS

SEPTEMBER 1991

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M.ED. SIMMONS COLLEGE

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Directed by Professor Robert Wellman

Black alumnae are a major resource for informed opinion about the experiences of Black students on predominantly white college campuses. Their wisdom, energy, knowledge and support have remained largely untapped. The literature regarding this resource is scanty and seldom deals with the perspective of Black alumnae, especially those who have been successful in negotiating the system.

Knowledge of the past informs the direction of the future. Knowledge of and understanding about the past is available in the minds and from the experiences of Black graduates. They need to be recruited to share, in retrospect, their wisdom and insight about their college experiences and the effect it had on them as Black students. In addition, they needed to inspire, encourage and be a source of support to Black students of the present and in the future.

Following a decade or more in which predominantly white colleges and universities actively recruited Black students as well as Black faculty and staff, the situation has been reversed dramatically. Black students who attend these colleges and universities in the eighties and nineties find themselves facing diminished numbers of both students and faculty; more stringent entrance requirements in the form of increased reliance on standardized test scores; financial aid more often in the form of loans than grants; and a distinct change in attitude about the support they can expect to find throughout the campus.

Undergirding this change in attitude on the part of institutions of higher education is the increasingly conservative, sometimes even hostile, political and social situation in the country at large. The steady erosion of the idea that education is an entitlement and the insurance for all citizens against an uneducated citizenry who will, at the turn of the century, become our leaders, is the message of the eighties.

The dissertation will seek to demonstrate the benefits to the college to be derived from the participation of Black alumnae of a predominantly white college or university. Historically these colleges have faced a major dilemma in their attempts to involve

Black alumnae in the ongoing affairs of the college through the alumnae association. The methods used to encourage participation of the general body of the alumnae have failed to get significant participation or positive results from Black alumnae.

An Entitlement Symposium held on the weekend of April 7, 8 and 9 at Simmons College can serve as a model of a way to involve these alumnae. The dissertation will present a journalistic report of the planning and the events. It will include the results of the discourse in the form of plans for future direction, activities and recommendations.

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C H A P T E R I

INTRODUCTION AND BACKGROUND LITERATURE

Introduction

Black alumnae are a major resource for informed opinion about the experiences of Black students on predominantly white college campuses. Their wisdom, energy, knowledge and support have remained largely untapped. The literature regarding this resource is scanty and seldom deals with the perspective of Black alumnae, especially those who have been successful in negotiating the system.

Knowledge of the past informs the direction of the future. Knowledge of and understanding about the past is available in the minds and from the experiences of Black graduates. They need to be recruited to share, in retrospect, their wisdom and insight about their college experiences and the effect it had on them as Black students. In addition, they are needed to inspire, encourage and be a source of support to Black students of the present and in the future.

Following a decade or more in which predominantly white colleges and universities actively recruited Black students as well as Black faculty and staff, the situation has been reversed dramatically. Black students who attend these colleges and universities in

the eighties and nineties find themselves facing diminished numbers of both students and faculty; more stringent entrance requirements in the form of increased reliance on standardized test scores; financial aid more often in the form of loans than grants; and a distinct change in attitude about the support they can expect to find throughout the campus.

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This study will seek to demonstrate the benefits to be derived from the participation of Black alumnae in the affairs of a predominantly white college or university. Historically these colleges have faced a major dilemma in their attempts to involve Black alumnae in the ongoing affairs of the college through the alumnae association. The methods used to encourage participation of the general body of the alumnae have failed to get significant participation or positive results from Black alumnae.

An Entitlement Symposium was held in April, 1989, at Simmons College, Boston, Massachusetts, to explore the issues associated with the participation of Black Alumnae in the affairs of predominantly white institutions of higher learning. While the Symposium focused principally on the situation at Simmons, a small Women's Liberal Arts and Professional College situated in an urban area, the many discussions were far-ranging, and its results can provide a general model for ways of continuing to involve Black graduates in predominantly white colleges and universities. This study will relate the conceptualization and planning activities leading up to the Symposium and will analyze the results of the discourse during the Symposium, including plans for future directions, activities and recommendations.

Background Literature

The late sixties and early seventies witnessed a marked increase in the number of Black students matriculating in predominantly white institutions of higher education. While de jure segregation continued in the South until the sixties (Robertson, 1980) de facto segregation in the North began giving way following the end of World War II when higher

education became more accessible to more Americans in general, including Black Americans.

Over the last twenty years many of the policy and procedural barriers keeping Black students out of white institutions have been lowered. Further, the impact of veteran's benefits, the proliferation of Community Colleges, the war on poverty, the political and social pressures for change in our racist way of life, and the influx of federal monies all facilitated the enrollment of ever increasing numbers of minorities in colleges and universities land. (Schmedinghoff 1977)

"By the fall of 1969 the national median percent of Black freshmen in large, predominantly white Institutions of Higher Education was three percent." (Sedlacek & Brooks 1970)

Many writers considered the Civil Rights Act of 1964 a focal point in accounting for the increasing numbers of Black students on Northern college campuses. Title VI of this act "Barred discrimination under any program or activity receiving federal assistance against any person because of his race, color or national origin." (Pierce, Phillips & Velsey 1965)

To prove lack of discrimination initially and to continue to prove compliance with the law meant that some schools were forced into recruitment programs to effect a change in the numbers of minority group students enrolled on their campuses. (Powell, 1970)

Programs to identify and admit under-represented minorities began in earnest in 1968 after the assassination of Dr. Martin Luther King, Jr. The

influx of minorities admitted to these predominantly white institutions through affirmative action programs peaked in 1976. Many colleges, especially the Ivy League colleges, admitted them under flexible criteria. (Austin 1982)

Diversity Among Black Students

Consideration of the life of Afro-American students on predominantly white college campuses must begin with a consideration of the variety of educational experiences from which they come. In his book, Black Education: Myths and Tragedies (1972) Thomas Sowell presents a useful portrayal of the heterogeneity of these students as a group.

Black students are a much more heterogeneous group than the white administrators, therefore, much harder to characterize. Their range of academic capability varies even more at selective prestigious colleges. At such schools it is common for the College Board scores of Black students to range from the 300's to the 700's. Their social backgrounds are likely to be extremely diverse. Income distribution among Black Americans is somewhat more unequal than among white Americans. Despite these internal diversities, Black students are likely to be lumped together by the white students, faculty and administrators.

The prevalence of the "Lumpen Black Student" attitude was evidenced in much of the writing which dealt with the experiences of a population heretofore represented sparsely on these campuses. Most authors highlighted problems faced by predominantly white

campuses as a result of the increased numbers of minorities enrolled. "Problems" was the operant theme. The Afro-American was and is the minority student to whom the theme refers most often.

Descriptions of Black Students: The Deficit Model

Minority students have been characterized as facing a variety of social and psychological issues that impact on their participation in predominantly white institutions of Higher Education. The issues cited include, but are not limited to:

inadequate basic skills, evidenced by a limited command of the verbal, analytical and computational abilities necessary to succeed in college courses;

poor academic performance, the average to below average grades in courses and the reluctance to participate in class discussions, both of which make it difficult to successfully complete the work required;

alienation, frustration and helplessness, arising from the disappointment and discouragement that marginal success and failure bring;

financial need, that is the consequence of the discrepancy between the financial aid office's determination of the student's need and family resources, and the student's determination of these same items.

The results of more than a decade of research concluded that Black students enrolled at predominantly white universities have academic and social needs that differ from those of white students. (Lewis 1987)

These students are also reported to "confront a broader

range of problems of academic, social and psychological adaptation to the university milieu". (Webster, Sedlacek & Miyares 1979)

Much of the writing discusses minority students using a deficit model. It assumes that these students come with grave academic deficiencies. It documents this assumption with comparisons done of the scores of Black and white students on standardized tests. It does not question the results of these tests nor the appropriateness of them as predictors of success despite their serious inadequacies and the considerable literature available on the subject. It assumes, despite past high school successes, that these are at best, risk students.

The use of a "deficit model" is based on the assumption and/or belief that something vital is missing which cannot be replaced. There are no strengths that could compensate for what is missing. The focus is on the negative. The instructor neither sees nor looks for the positive. It suggests that educational advantages and native intelligence are synonymous.

It also assumes this missing thing is inherent in these particular students and so it is reasonable to have limited educational expectations for them. It sees lack of knowledge as defined by the dominant

culture as lack of ability to learn. Such assumptions discount the proven power of self-motivation, self-aspiration, supportive relationships, social conditioning and good teaching.

Countless issues of the Journal of College Student Personnel carried articles whose premise was one based on the supposed deficiencies of Black students and articles written in response to these articles.

(Taylor 1986) Since many colleges and universities extended themselves to non-traditional students as a result of the Civil Rights movement, the Women's movement, the declining birth rate (white) and decreasing enrollment, providing supportive services to these student was considered essential for the encouragement of academic success. (Wagner & McKenzie 1980)

The institutions catalogued the scholastic and financial 'deficits' characterizing these new students and determined that this new student body needed specialized services to ease their transition to the campuses. Elaborate remedial programs were designed including precollege summer programs to improve communication and computational skills, five year baccalaureate programs, tutors and grants-in-aid". (Pruitt 1969)

"In general most such programs were hastily conceived as stop-gap measures in an attempt to react to immediate problems." (Schmedingoff 1977)

The Experience of Black Students

The literature is completely remiss in any discussion of Black students on these campuses whose experience was successful: academically, socially, personally, professionally or psychologically. No discussion, or rather very little discussion or recognition was given to the strengths Black students bring with them. One author (Astin 1975) does suggest that Black students should be considered to be stronger for they experience all the problems white students do and in addition must also deal with the issues of race and racism. In his article "Approaching Minority Students as Assets", Herman Blake (1985) challenges higher education to acknowledge the "necessity to recognize, promote and support the strengths students bring".

Much of the literature of this period describes Black students as if the entire population comes to college minus the skills, attitudes, or level of intelligence required for success. These students are described as though they arrive with a clean slate upon which their college instructors must write the first statements.

At the same time, Black students complained about the quality of life they experienced on these campuses.

Recognition that they were being sought in response to a combination of feelings of guilt, fear, self-interest and political pressure on the part of officials, rather than feelings about the value of their presence combined with negative college experiences to breed trouble. Harper (1969) predicted as early as the late sixties that Black students would revolt because of alienation and racism.

By the early seventies Black students were demanding more power and voice in decisions made by university administrators. (Epps 1978 & Peterson 1978) Their protests included demands for more Black students on campus. Demonstrations took many forms of expression ranging from almost benign to hostile.

In many instances the response of the college or university to the needs of these students was hampered by the language used. The issue of language in many cases became the dominant issue. The needs were often seen by the majority community as hostile. Sowell (1972) and Willie (1973) have described some of the needs of Black students in predominantly white institutions of higher education. These were the same needs being expressed by Black students themselves.

Foremost was the issue of "respect". Black students were sensitive to behaviors on the part of their white counterparts as well as white faculty and

staff that suggested they were seen as people not worthy of high esteem. They felt the need to be judged fairly "on the basis of their behavior and their achievement rather than on any preconceived notions held by others of their abilities and/or reasons for their being present on the campus." Since they had been courted and admitted to these predominantly white colleges they felt it should be obvious that they were "serious about their work and capable of performing well".

An ongoing struggle Black students face is that of having white faculty, students and staff recognize that Black people are not monolithic in any sense of the word. Black students need to be recognized as individuals, each a total of her/his own life experiences. To support the fact that Black people are not monolithic it seems reasonable to suggest that there be enough Black students on campus for each "to be able to retain anonymity if she or he chooses". Black students do not consider the demand for more Black students (a critical mass) to be unreasonable.

Despite the social and political struggles faced by Black students there are also developmental issues they face that are common to all young people regardless of race. The provision of role models and mentors with whom one can identify is crucial to

development since it assists in the young person's ability to trust significant others. In these predominantly white institutions of higher education, Black students need "enough Black faculty and staff to enable them to trust the college or university to some degree".

Black students also seek and need to be assured that the esteem in which they are held signifies an understanding of the realities of life for Black Americans. White administrators, faculty and students need to recognize that in response to these realities Black students exhibit a multitude of adaptive responses that have survival value.

The quality of life for Black students on predominantly white campuses was, and in large measure continues to be dictated by attitudes about them and perceptions of them held by white faculty, students and administrators. The issues covered in the literature fall into several categories. There are many academic issues that are seen as the norm for Black students. Poor or inadequate preparation for college work and low scores on standardized tests are seen as major academic issues. Psycho-social issues are also seen as a hindrance to their academic success. These include such phenomena as racial identity, low self-esteem, feelings of alienation and frustration which lead to low

expectation on the part of both faculty and students, and the fear of failure. Lack of sophistication about and ignorance of the system coupled with the usual bureaucratic tangles encountered is often seen as the result of institutional racism and hostility toward Black students. Black students decide they are not accepted and move to isolate themselves from college-wide activities and support.

Once admitted, the pressure to persevere to graduation is threatened by limited financial resources. The move toward loans and away from grants has had a disproportionate effect on Black students. This is compounded by the personal conflicts of interest many students face. They are forced to weigh their own college needs against those of their families and communities. In many instances the role models available to them are limited in number.

CHAPTER II

ENTITLEMENT

The Concept of Entitlement

The deficit model reviewed in Chapter One is used almost universally to define the academic, social and psychological readiness of Black students who seek entrance into predominantly white colleges and universities. Programs are designed to erase these so-called deficits, and frustration runs high among white faculty and administrators at increasingly high attrition rates among these students. The missing perspective in all this is what I will term entitlement. A review of the literature revealed no research treating this subject, and in fact not a single literature search produced an article using the term entitlement.

The use of the term brings to mind an immediate connection with the word empowerment. In this new context the word entitlement finds its base in Webster's definition:

being furnished with the proper grounds for seeking or claiming something (this ticket entitles the bearer to free admission)

College admission in this context is the "ticket". The student (Black) is the "bearer" and is, therefore, entitled to or due all the college has to offer with no

further payment being required, such as needing to belong to a special race (white) or class.

How do Black students gain this sense of entitlement? Why is there any question about their having it? The importance of this issue becomes clear when the academic environment in which Black students are required to learn is reviewed. That environment is one in which it is too often made clear that predominantly white institutions are set up to reflect the culture of and to serve the needs of white students and faculty. This is evidenced in part by the paucity of curricular material relating to Black students, their history or their culture as well as the scarcity of Black professionals available to them on campus to serve as role models or mentors. According to Astin (1975), "students who find something or someone to identify with at a school are more likely to return". Though not easily defined, entitlement includes motivation, ability, enthusiasm for learning, participation in college/school activities etcetera. Defined in this way, entitlement issues are not the exclusive problem of the Black poor. The Black middle class suffer from the malady as well and the condition can exist despite the student's level of academic achievement.

Evidence of entitlement is expressed most noticeably in the student's ability to use the resources of the college with comfort and without apology. To do this, students must be able to forsake the notion that they should handle alone all their own problems--are not entitled to "bother" the professor, dean, counselor, head-resident or academic advisor. It also finds expression in the student's ability or readiness to acknowledge her/his need of help, her/his own limitations as well as strengths and to see the latter as entitling her/him to participate in activities that will assist in her/his development and maturation.

Consequences of Dis-Entitlement

In an article describing what she calls the "Black Poor at White Colleges", Pruitt (1970) provides a description of the process of dis-entitlement. She describes the issues facing Black students as "social, psychological, self image, finances and fear". It is clear from her discussion that students are expected to pull their own weight. Once admitted they are expected to do the work and prove that they belong. When students perceive that they are considered less than able, unintelligent, unprepared, the result is a sense of dis-entitlement. When there is no significant person

of color available with whom she or he can discuss the situation, students often simply withdraw from active participation in college life. When there is such a person embarrassment often sets in. The sacrifice of parents adds to the guilt when the student performs poorly. Pride of parents and community are added pressures. Limited experience in this area provides little in the way of positive solutions to the problems encountered. The lack of a sense of entitlement can be described as alienation. Students express this feeling in a negative or hostile manner. It is often a conscious feeling or expression. When a student feels no sense of entitlement, it is sometimes unconscious and she/he simply neglects acting in her/his own behalf.

The failure to feel entitled results in failure for many Black students. According to one report, "flexible admission backfired for some who believed they resulted in feelings of tokenism and self-doubt even among minorities with high scores and middle-class backgrounds". (Los Angeles Times, 1988 "Alienation and Failure in Academia") Racist images of the minority students held by the institution combined with racist practices of the institution to discourage Black student participation. As at Brown University (Zuckman, "Bittersweet at Brown", 1987) suspicion,

alienation, assumption of academic inferiority, isolation, the need to over-compensate, and the move on the part of institutions to court "upperclass" minority students mitigated against Black students feeling entitled to attend predominantly white colleges.

In a discussion of "Alienation and Attrition of Black Students in Predominantly White Colleges", Suen (1983) discussed a study done of the different aspects of Black student's self concept. The students in the study are reported to suffer from "meaningless, a sense of loss of direction as to one's purpose and meaning in the University; powerlessness, a feeling of lack of control over one's life in the University; and social estrangement, the feeling of loneliness". While there is no mention of or reference to the issue of entitlement in this discussion, these issues speak to the concept of entitlement as it affects Black students.

The Need for Entitlement

In a program called "The Minority Self-Help Workshops", Harris Farley (1980) sought to address one aspect of entitlement.

The purposes of assertion training are to help make the participants aware of their vocal, verbal, and nonverbal behavior when conversing and, more importantly, to help make them aware that they have certain interpersonal rights (e.g. asking questions, requesting grade changes and initiating

social conversation). The object of these exercises is to aid the participants in improving their self-images and thereby to avoid an inferiority complex.

Any program designed to foster Black student participation from a position of entitlement must begin with a recognition of the strengths and values of these students. They are seen by Atkinson, Morton and Sue (1970) to include the following ideas. Because in the United States we have difficulty dealing with difference in a positive way and because the presence of color is an immediate signal of difference, Black students in predominantly white institutions of higher education share a different experience (world view) from white students. Because this difficulty, dealing with difference, often manifests itself in negative ways, Black students "feel a shared sense of oppression within American society" both on and off the campus.

Partly in response to this monolithic view of them, Black students often seem to have a shared rather than an individual identity thus contributing to this view. Further, the emphasis on seeing other Black students as well as Black faculty and administrators as members of their extended family cements this notion in the minds of the broader community.

Additionally, issues of intra-group differences stemming from class and cultural values sometimes

present barriers of acceptance within and beyond the group. Language differences provide even more hurdles as they are seen to indicate class and cultural values.

Black students tend to emphasize the effect on the whole person when dealing with any of life's problems. This leads them to subscribe to the theory of the "unification of body, mind and spirit instead of separation of those concepts as subscribed to by those of European heritage".

The study by Suen (1983) suggests two distinct directions for minority program designs. First, a program aiming at the reduction of alienation among Black students should focus on the reduction of feelings of social estrangement. Such services as peer counseling and group activities can be useful in this regard. Although the reduction in the other two dimensions of alienation may be necessary, the reduction in social estrangement could be most effective in reducing overall alienation. Social estrangement equals a profound sense of loneliness, of not belonging. Human beings are social animals who need communication with and support from others in order to survive. Black students who feel alienated from society at large, given the less than supportive conditions for them on campuses of predominantly white institutions, can often transfer these feelings to the

college or university setting. It is a prime factor in the attrition level of these students.

Second, a program aiming at the reduction of Black student's attrition from a university should assist students to improve their academic performance through such services as tutorial assistance and to decrease student's feelings of meaninglessness through services such as intensive orientation and career guidance. These activities combine to respond to Black students' need to feel a sense of accomplishment as well as the recovery of a sense of direction and purpose. They offer to the student the many options for overcoming specific academic and psychological or developmental problems. If left unattended the problems can lead to failure and subsequent attrition.

The question of entitlement can be considered in the sense of Maslow's scale. When basic needs are not satisfied, other goals are almost impossible to achieve. As long as the problem is perceived as one of somehow determining what deficits Black students bring with no reference to the issue of entitlement, schemes designed to "fix" Black students will continue to meet with failure.

Another major resource available to these institutions as they seek to provide a more rewarding and fruitful college experience for Black students is

their Black alumnae. Having been through the experience successfully, they are a meaningful resource often ready and willing to serve as mentors and role models for the current group of Black students.

Regardless of the obvious potential for Black alumnae contributing to the sense of entitlement in Black students attending predominantly white institutions of higher learning, virtually nothing has been accomplished or even suggested in this direction. A review of the literature shows a paucity of studies which even take account of Black alumnae as a reservoir of knowledge and experience for Black undergraduate students. In recent years several predominantly white colleges and universities attempted to get their Black alumni/ae involved in the activities and affairs of the institution. Among the first were Cornell University, Williams College, Wellesley College and the Massachusetts Institute of Technology. None of them, however, focused on the theme of entitlement of Black students. In addition articles about these efforts were rarely recorded in predominantly white Journals but rather could be found in the literature of the particular college itself or in publications produced by Black educators and/or scholars.

The lack of studies can be accounted for in part as due to history; colleges have faced a major dilemma

in their attempts to involve Black alumnae in the ongoing affairs of the college. The methods used to encourage participation in the general body of the alumnae have failed to get significant participation or positive results from Black alumnae. This lack of participation can be attributed to their feelings of alienation, the lack of a conscious identification with the plight of Black students presently attending the college and the perception that the perceived goals of the college as applied to Black students have not changed since their matriculation. In other words, Black alumnae have neither been called upon to participate in affairs of colleges which involved the leading of undergraduates nor contributed to the entitlement of Black students for the same reasons that Black students have faced the problem of entitlement since 1968. As stated earlier, the environment supporting predominantly white colleges and universities like that of their Alumni/ae Associations is one in which it is clear that predominantly white institutions are set up to reflect the culture of and to serve the needs of white students, faculty and alumni/ae. This is evidenced in part by the paucity of curricular and extra-curricular material relating to Black students, their history or their culture as well as the scarcity of Black professionals available to

them on campus to serve as role models and mentors. In the case of Alumni/ae Associations, the same problems exist. Despite their accomplishments in the professions and in the broader community Black alumnae are rarely tapped as valuable resources to the Association or to the college.

Overview of the Remainder of the Study

Given the foregoing considerations, the principal objective of the present dissertation, as mentioned briefly in Chapter One, is to study the ways in which predominantly white colleges and universities can benefit from the increased participation of Black alumnae in institutional affairs. The study will focus on the contribution Black alumnae can make to the entitlement of Black students during their undergraduate years.

The major portion of the dissertation will report on an Entitlement Symposium held at Simmons College, Boston, Massachusetts, during the spring of 1989. The symposium was attended by one hundred sixty-eight Black alumnae of the college who were joined by approximately one hundred other interested participants. Included among these participants were Black students currently matriculating at Simmons, present and past faculty and administrators, community educators and supporters,

students from the Boston Public High Schools, other invited guests and speakers. Together they comprised eight workshops on the experiences of Black women during and after their matriculation at Simmons College. Special emphasis was given to their potential as role models and mentors for Black students presently attending the college. Formal presentations by leading Black educators, other professionals and a panel discussion focusing on the issue of entitlement as experienced by Black alumnae during their tenure at Simmons served to round out the program.

Based on an analysis of the Symposium, the first of its kind to be held specifically on the theme of the contribution of Black alumnae to entitlement of Black undergraduate students, a model will be developed for ways in which other predominantly white institutions of higher learning can utilize Black alumnae in a similar fashion.

The development of the model will also be informed by the emergence of a new organization, the National Black Alumni Association.

The association is a non-profit, tax-exempt organization created to address the issues confronting Black students on predominantly white university campuses. It is committed to developing resources to improve the academic, social and psychological quality of life for Black students at predominantly white colleges and universities.

Based on a report and analysis of the Symposium and an analysis of the potential of the Simmons College African-American Alumnae association, and the articulation of the model, the final chapter of the dissertation will provide suggestions and recommendations for future directions and activities for Black alumnae of predominantly white institutions on a broader scale, beyond issues of entitlement.

Essentially, the method to be followed in the dissertation is analytic reporting that is, following a review of relevant literature and a discussion of the reasons nothing has been done in the area of the problem to be discussed in the dissertation there will be represented a report of the conceptualization of the Symposium. The report will include a discussion of the kinds of people who participated in it and the reasons why these people were invited as well as the specific events of the Symposium and the reasons these were set up rather than others. The safeguards of human rights in terms of people being informed what would happen with the information generated from the Symposium will be addressed. Finally, the adduction of a model and recommendations from the foregoing will be presented for consideration. In other words, the methodology of the dissertation is, in effect, a modified case study, but accomplished in light of the fact that it is at

this point unique, without precedence and therefore subject to the limitations usual to a first time effort.

C H A P T E R I I I

PROMOTING ENTITLEMENT: A PERSONAL ODYSSEY

As defined in Chapter Two, the term entitlement is intended to signify that "the individual Black student has access to college admission and graduation without the requirement to take on additional characteristics such as belonging to a particular race (white) or class (middle or upper)". This Chapter will describe the situation regarding entitlement at a private predominantly white women's college in the Northeast, and a recent major effort to promote it, chiefly among the African-American undergraduate students.

I serve as Associate Dean of the College at Simmons College in Boston, Massachusetts. One of my responsibilities is to take a leadership role in planning as it relates to minority students. In my work as Dean, especially in individual chats with students regarding their academic work and their experiences on campus and in their classes, I uncovered a situation in which it appeared these students were taking little, if any, advantage of the services to which they were entitled. Worse was the discovery that they had given little thought to the power they had to change things for themselves.

This seemed particularly true with Black students. They exhibited a reticence to request assistance from those in the College who were responsible for providing the various support services. These students rarely sought the help of professors, student service personnel or other officials of the college. They seemed unduly concerned about the possibility that they would be bothering the people or that their concerns or questions would appear silly or that they would not be understood. Whichever concern caused their reluctance to seek help, the result was the same. There was no way they could be empowered to work in their own behalf if they did not feel entitled to take the first step.

In interviews with several of these students I explored the notion that they lacked a sense of entitlement since they had known about the services they needed and that the help was available but they seemed to know of no good reason that they had not availed themselves of the support they required.

This had not always been the case at Simmons. During the late 1960's and the early 1970's Black students had been on the forefront of political and social activism; they were a vocal and politically oriented group of students who helped to diversify the college community. Indeed, at one point during the height of this period of campus unrest these students

produced a series of "Ten Demands" for social and educational change which were presented to the administration. These demands included the recruitment and admission of more Black students; the recruitment and the hiring of more Black faculty; the development and institution of a Black Studies Department; a change in the way the college distributed its financial aid that would better serve the needs of Black students and a commitment on the part of the college to contract for services to be done by Black owned Firms. The demands were met initially with resistance, but over a period of an academic year, and after intensive negotiation, the Black students succeeded in bringing a measure of change to the usually docile women's college on the Fenway.

Recalling these turbulent days with their successes as well as failures, I realized that these very same people had graduated from Simmons and had gone on to become successful professionals in business, government, education, the arts, and a myriad of other realms of professional endeavors. Obviously, within this group of Black alumnae was a wealth of knowledge and experience to assist young Black students currently in undergraduate college to sense and achieve entitlement. Thus was conceived and born the

Entitlement Symposium of Simmons College, April 7, 8 and 9, 1989.

Conceptualization

The initial step in planning the Entitlement Symposium was a planning meeting or focus group. Several Black alumnae living in the New England area were asked to attend a one day conference to assess the feasibility of a large Symposium and to discuss the kinds of topics to be included as well as the general format. It had already been decided to focus the Symposium on the years since the assassination of Dr. Martin Luther King, Jr., an appropriate symbol of the Black presence on predominantly white college campuses in the United States. As a result, the planning meeting group focused on those people who graduated from the College in the years since 1968.

A number of additional factors contributed to the conceptualization of an Entitlement Symposium as a means for tapping the rich resources of the Black Alumnae of Simmons College. Since 1980, Simmons had experienced a noticeable decrease in the number of Black students it has been able to recruit. It's classes were becoming smaller in general and its Black student population followed the same trend. The

admissions office staff had very limited success in turning this trend around.

In researching the numbers of Black Alumnae of the college who they were, when they came, what they had done and where they were at the present time, I discovered that there had been very few in each class until the decade of the seventies. The peak was reached in the mid seventies after which a gradual decline had set in with this decline increasing greatly in the decade of the eighties. Most of these alumnae had rarely, if ever, returned to the college for anything. This was true especially of the alumnae of the seventies and eighties when the college had experienced its greatest gain in numbers of Blacks admitted. These women, it seemed to me, were of the right age to be of assistance to the college in its attempts to increase its numbers of Black students and to improve the climate of the college for the present Black students.

Armed with this thesis, I approached the President to suggest that we attempt to get at least one hundred Black alumnae to return to the College for a Symposium. My explanation for wanting to use as a theme the issue of a lack of a sense of entitlement in Black students and its effect on their college experience was supported by my work in the Dean's office, especially

the work with Black students; as mentioned previously. There were very few role models and/or mentors available to them in the form of faculty or administrators and there was no concrete evidence of the numbers of "sisters" who had gone on before them, they could only conclude that they were seen as an aberration in the eyes of the Simmons community. Such feeling precluded the development of a happy, fulfilling experience as a student and certainly limited their enthusiasm for encouraging other Black students to apply and accept Simmons College as their College of choice. The return of a substantial number of these alumnae who had used their experience to move ahead could be of great use to the college.

The College had never really thought about or extended a hand of welcome to this group of alumnae. Outreach to this very valuable resource had been overlooked at best and considered inappropriate or unnecessary at worst. Many of these alumnae had moved in to positions of authority and prestige in their fields. Many had remained in touch with members of the few Black faculty and administrators who had remained at Simmons. Still others had kept in touch with several former faculty who remained in the Boston area, especially those in the Boston School System and area institutions of Higher Education.

Upon reflection it appeared that the college would do well to take advantage of this resource. The potential existed to increase the number of Black students coming to the college; to increase the resources for information leading to the recruitment of more Black faculty; to increase the potential for increased financial support of the college and to improve relations with, knowledge about and sensitivity toward Black people in general. These benefits could be only a positive force to the college.

The plan met with hearty approval from the President. In addition, I was given a green light in terms of program planning. It was the President's feeling that this group was indeed an untapped resource of pride and support. He knew personally about several of these alumnae whose activities and achievements were a source of pride and accomplishment to the college. He urged me to proceed and assured me I could look to his office in particular and the college in general for enthusiastic support in this endeavor.

Preparation

It was essential that we have the members of the office of Alumnae Affairs on board, understanding and in enthusiastic support of our effort. There had been a dearth of involvement in the activities of the

Alumnae Association on the part of the college's Black alumnae. The reasons given to explain this situation very much depended upon who was speaking. From the point of view of the Alumnae office, the Black Alumnae was just not interested. They had been sent the same literature about the college that had been sent to majority alumnae. There had been very few who had ever responded either by coming to events, participating in activities or more importantly giving of their dollars to support the institution. Given this state of affairs it was not surprising that there were no Black Alumnae holding positions of any significance in the Association or on the Corporation and that the attitude of the Director was that these women were just not interested.

From the point of view of the Black Alumnae the college experience while they were students was one defined by struggle. Even though they were courted heavily, once accepted and enrolled they had had to spend as much time proving their worth and right to be Simmons students as they had studying to maintain their good standing. They had persevered and gone on to do great things with their degrees. However, the college had made no overtures toward them that would encourage them to feel they were appreciated at best and wanted at the least. Every communication they received

contained a request for financial support. None of their number was recognized and singled out as a distinguished alumna although many were. Why then should they be supportive of the institution?

Both groups needed a different and broader perspective. Each had something to offer the other and the college could only benefit by the development of a more thoughtful and cordial relationship on both sides.

Discussions with the Director of the office began with the acknowledgement that there was a significant group of alumnae with whom the College had lost touch and who could be of value to the College as it sought to enhance the experience of its present Black students. A look at the files disclosed the fact that the records about these alumnae were incomplete and any attempt to reach them would necessitate the updating of these files. The Office of the Registrar had records of last known addresses of all students but, except for the most recent years, they did not indicate the race of the alumna. It would be necessary to use the memories and knowledge of the Black Faculty and Administrators still at the College who had kept in touch with many of the alumnae to supply the missing information. This could account for alumnae of the last twenty-one years which coincided with the

significant increase in numbers of Black students at the College.

This improvement in the records was presented as a possible by-product of the Symposium that had been discussed with the President. Although it was envisioned that most of the work and planning would be done by a committee of alumnae and four members of the Simmons Faculty and Staff with the support of the Staff of the Office of the Dean of the College, the Office of Alumnae Affairs could be very helpful in a variety of as yet unspecified areas. If the event was as successful as anticipated, future activities with this group would come under the jurisdiction of that office.

The initial attitude, one of reluctant acceptance, grew quickly to be one of enthusiasm and whole hearted support. This was accompanied by a growth in understanding of the legitimacy of the need to reach out to these women in a manner very different from that used for the general population and the benefits to be derived from such action. Reports of the interest in the College being expressed by these women were seen as indications that perhaps things could turn around and the Alumnae Office could play a major role in the development of this new relationship.

The staff of the Office of Public Information were helpful in the extreme. Once they were apprised of the

program plans and the rationale behind them there was little left for the Entitlement Symposium committee to do in this regard. All publicity before, during and after the event was planned for and handled by this office staff very fully and completely. In addition, they were able to provide us with excellent ideas for recording the event. An Associate Director of the office and a student intern were both assigned to this project. Articles were written for the Simmons News, the student newspaper, the Alumnae magazines and the Boston papers announcing the Symposium as well as reporting on its activities.

Many of the alumnae had expressed the desire to understand better the fundraising aspects of the College. They seemed inclined to be supportive if their contributions could be earmarked for the support of Black students. Members of the staff of this office had already been involved in raising funds to support scholarships for minority students so there was little effort needed to elicit a positive response to this affair. The Office of Development then agreed to provide whatever information and support they could.

Two members of the staff of the Admissions Office were involved intimately in the planning and production of the weekend. They saw to it that information about Simmons was provided to be included in packets

developed for the alumnae. Both these women had been responsible for the production of a new mini-magazine that focused on the AHANA (African-American Hispanic Asian and Native American) students, faculty and administrators at the college. They were eager to share this information with alumnae whom they saw as able and probably willing recruiters, mentors and role models for prospective Simmons students as well as students presently matriculating. Although neither was an alumna of the college each put in hours of overtime to see the project through to a glorious completion.

Because we envisioned the Symposium as one which would at various times include the participation and/or efforts of the entire student body it was important to communicate with the Residence staff. At Simmons College resident students make up the majority of the student body. Resident Directors and Student Resident Assistants as well as Hall Council Presidents are the senior leaders on campus. They bear the responsibility for setting an appropriate tone and carrying out the mission of the college in terms of inclusiveness and the maintenance of a community characterized by respect for the individual and a sense of harmony.

It was important to request a chance to meet with them to explain the rationale for the Symposium and what could appear to many students as undue

preferential treatment of a particular group of alumnae. Given the campus climate in terms of unpleasant racial incidents it was important to use this event as an opportunity to present a positive experience between undergraduates and alumnae across racial lines.

It was absolutely essential that we have the enthusiastic support and participation of the Black students in this enterprize. Although all of them were not active members of the Black Student Organization most of them were. Therefore the decision was made to try to reach all Black students through their organization. Two members of the Entitlement Committee would be given the task of working with these students to help them understand the need and the rationale for the Symposium and prepare them to participate in the program in as many ways as seemed appropriate and possible. The students volunteered to be hostesses as well as to prepare an original skit designed to entertain the alumnae after the Friday evening dinner.

Initial plans included visits by the alumnae to classes of their choice on Friday morning. It was seen as important to let faculty know they might have visitors in their classes. A sizable number of the faculty had been at the college long enough to remember many of the alumnae who would be returning.

A faculty meeting appeared to lend itself as the best opportunity to inform the faculty of the plans for this activity and to include a request for their participation. All of the faculty had interacted with these alumnae either in the capacity of teacher or advisor. Many of them had been present and active during the days of the rapid and unprecedented increase in the presence of Black students on this campus and understood the benefit of this increase to both the students and the college. Several of them had maintained contact with many of these alumnae and would be very much interested in seeing them again.

There exists an ongoing struggle on the part of the faculty to understand its role in encouraging the success of those Black students presently matriculating at the college. An additional struggle is that of understanding and encouraging to a greater degree the need for the inclusion of more Black faculty through the hiring process. Both of these could be encouraged through the proposed positive experience of large numbers of returning and successful Black Alumnae.

Academic Deans and Department Chair people were seen as the gatekeepers to faculty participation. A meeting was held with them to extend a personal request for cooperation and participation of their colleagues. It seemed appropriate and in the end would probably

account for the level of faculty participation there would be. These administrators/faculty expressed the desire to do whatever they could to facilitate the smooth running of the event and the participation of their colleagues.

Because there was such a paucity of Black faculty and staff of any longevity the Office of Archives seemed a likely and important resource. In addition the offices of the Registrar, Admission, Alumnae Affairs and Public Information had very limited records of Black Alumnae. The Director of the Archives Office was ecstatic about the prospect of updating the holdings of the college as they pertained to these women. They were able to provide me with records, both commencement lists and year books from which I could gather statistics about Black graduates, year by year. That office was able also to provide suggestions about researching the material held there. They put in a very early bid to have samples of all the mementos associated with the Symposium to increase their holdings and improve their record of the experiences of Black students and faculty/administrators at the college.

The Director of the Library and her staff met with me to hear about the plans for the event and to offer whatever assistance they could. They felt they could

provide book displays as well as free the display cases before, during and after the event. The services of the Media Center were discussed and a further offer made to assist in the recording and support of the event through audio and video taping of all sessions.

Planning

I began the planning for an Entitlement Symposium with a one day "Focus Group". The Alumnae Office of the College had very incomplete data on this population as was also true of the Office of the Registrar. Nevertheless, a number of these women had maintained contact with me or others in the college. Several community leaders who had been resources during the turbulent seventies were willing and able to supply information on the whereabouts of some of the graduates, especially those working in institutions in the greater Boston community. Using these various resources, a list of seventy was compiled. A letter was written to these women inviting them to participate in a day long mini-symposium at which time they were told we would consider the issue of "Entitlement" as it related to them as Black students on a predominantly white campus. They would also consider the feasibility of planning a larger and longer symposium on the same topic that would include the return of their sister

graduates of those years, literally coming from all over the world.

Of the seventy women invited forty responded and thirty four attended. The day consisted of an eleven to three o'clock meeting beginning with a luncheon and followed by a mock panel discussion on the topic of "Entitlement". Since one of the graduates was an Anchor Woman on a Boston television station, we had expert advice on how to set up a mock panel. The thirty four women divided themselves according to their graduation dates in five year blocks of time. Each group was given the same question to explore and discuss: How, if at all, did the issue of entitlement affect you as a Black student at a predominantly white college? The entire panel exercise was video taped and used later by the Symposium planning committee.

A group of twelve people from this focus group was selected to comprise the Symposium planning committee. The people were selected to ensure diversity of background and interest as well as a real willingness to assist in the Symposium.

The Symposium planning committee began its meetings in September and quickly decided to meet at least monthly in order to prepare for a productive weekend symposium in the spring. At our first meeting we decided to get an overview of just what we would

like to see happen. Since the President of the College had agreed to a grand event, these women were free to "think big"! The following events were planned for the Symposium.

The program would begin on a Friday morning and continue through Sunday morning. At first it seemed appropriate to begin with a registration hour that would include a breakfast reception. This would allow for greeting old friends and colleagues. A panel discussion focusing on the issue of entitlement and its importance to alumnae when they were students would allow for a morning of reflection and reminiscence as well as an evaluation of the Simmons experience and what it had and had not meant to them both as students and in the succeeding years as alumnae.

Since Entitlement was the theme it was decided that two speakers would be asked to address this theme in formal presentations. They were also to be made aware that these talks, in part, were to be in the spirit of celebration of the contributions these alumnae were making as a result of their Simmons experiences. Susan Taylor, Editor of Essence Magazine and Patricia Russell McLeod, Orator were chosen as the speakers.

So that the entire Simmons community would benefit from the presence of the alumnae it was decided that

the afternoon of the Taylor speech and a visit to a new Sports Center on campus would be followed by a Simmons College weekly tradition, Friday afternoon tea in the Residence Halls. The alumnae would be asked to have tea in the dormitory in which they had lived. Faculty and Administrators were assigned to dorms so that their presence would be felt by all the alumnae present. The teas would focus on a particular discussion topic.

After tea, it was planned that everyone should move to the College dining room, Bartol Hall, for dinner. There would be no "special" section reserved for the alumnae. They would get their meals just as they had done as students. The only concession made was the preparation of a special buffet similar to that offered at any holiday meal. Current students would mingle with the alumnae to eat.

The meal was to be followed by entertainment in Alumnae Hall to be planned and provided by the Black/Hispanic Student Organization. It was to include whatever the students felt would be appropriate and of no more than two hours in duration.

The evening was to conclude with a party at the studio of Dana Chandler, a professor who had been very much involved in the lives of the students in the seventies.

Saturday's agenda was to begin with breakfast, followed by workshops. The titles of these workshops would be solicited from the alumnae. A plenary session would end the morning activities. This session would have as its agenda a series of reports about the workshops and would provide the alumnae the chance to consider future activities.

Luncheon at a major hotel was to be the major event. No stone was left unturned in planning this event. There would be a soloist, a major speaker and presentations to a number of special people. Opportunities were planned to use the free time in the afternoon to visit the Museum of Fine Arts, The African Meeting House, both of which had been part of the extended curriculum when these alumnae were students, or simply to return to their hotels to rest and prepare for the evening's program.

The evening program was dubbed "Steppin' Out". It was to be a relaxing, fun-filled event at a local night spot. Entertainment was to be provided through and by an alumna and the food chosen was to be a reflection of the Black Experience.

The weekend would end with the traditional Simmons College Sunday Morning Brunch at the home of the President. In almost every detail these initial plans were carried out and became the program. Along the way

only two events planned were dropped and the notion of providing more free time and/or choice of activities was increased.

C H A P T E R I V

ISSUES: A REPORT ON THE SYMPOSIUM

Panel Discussion

The first formal session of the Symposium was a panel discussion on the issue of entitlement. The panelists participating were alumnae of classes from 1927 through 1981. These women were asked to respond to the notion that Black students need to feel and have a sense of entitlement as members of the student body in which they are a small minority and the majority is Caucasian. These panelists were chosen to give a sense of what Simmons had been like for Black students in very different generations. The moderator was also an alumna chosen because she had been a very active and vocal activist during the time when Black students first began to increase dramatically in numbers at the college and the social and political situations in the community at large dictated a new kind of activism.

Several insights emerged from their presentations. The most striking was the agreement over the sixty years represented that Black students had felt very much in the minority and had felt that the college had had low expectations for their success and at the very least had wondered if they could succeed and at worst suggested strongly that they could not. In the words

of the oldest alumna present at the symposium however, these alumnae expressed unanimously their belief in themselves and just "kept on going forward". They also reinforced the notion that a critical mass of both Black students and Black faculty allows Black students to develop more easily a sense of entitlement because they are empowered by the presence of their sisters and the role models and mentors available or provided by significant numbers of Black faculty.

A good part of the panel discussion raised emotional feelings in the alumnae that had lain dormant for a long time. Indeed what followed the formal presentations was a series of "testimonies" offered by these women in a very spontaneous fashion. One after the other they began to recall and admit aloud the totality of their Simmons experiences. They were able to put into perspective a quite varied experience. Where they had felt only anger toward an institution that had seemed mostly inhospitable to them, they began to see the experience as one in which they had learned how to meet life's challenges both during and more especially after their graduation.

Black students at Simmons College in that first major increase of their numbers came to the college from many parts of the nation. The largest numbers of them hailed from cities along the eastern seaboard as

well as from large cities in the south and mid-west. Some few of them came from the west coast. Social unrest and political activism was rampant all across the country. Many of their families and communities were involved very much in protest activity designed to increase the presence of African-American people in places and in positions of power.

Black people were being exhorted by the leaders of the time to join and support the activities of the NAACP, the Urban League, and CORE. In addition many grass roots organizations were formed because they were felt to be closer to the neighborhood people who needed the services. For example in Boston the United Way found itself challenged by the formation of the Black United Front, a group of Black political and social activists who broke from the traditional predominantly white fund raising establishment to form its own organization for these purposes.

Boston was also experiencing what would turn out to be a prolonged, hostile and angry struggle against the desegregation of its public schools. In response to the intransigence of the Boston School Committee and a large proportion of the white community several groups of Black people moved to form their own privately funded and Black run schools. Out of this action came the New School For Children, The Roxbury

Community School, The Highland Park Free School and a Montessori School, to name just a few.

Still another group established a group of parents who felt they should challenge the Open Enrollment policy of the Boston Public Schools. This policy presumably provided that any school in which there were seats was open to any student from any neighborhood in Boston. The movement to make use of this policy was called EXODUS and began the struggle to break down the very narrow way in which the neighborhood concept was defined in Boston at that time.

A third group of citizens gave up on the Boston Public Schools and their willingness or ability to provide a quality education to Black children. This group looked to suburban towns and cities thought to afford a more quality education to their students. Thus METCO (Metropolitan Council for Educational Opportunity, Inc.) was formed. This became the vehicle by which Black students were bused to participating school systems. Public and private dollars were used to finance the program and enable these students from Boston to attend schools in the Greater Boston area.

For all of these efforts volunteers were sought. Schools and Colleges in the Greater Boston area provided support from both faculty and students. It was not surprising then, that Black students at Simmons

would find it natural to assess their own educational experience and follow the examples of their elders as well as their counterparts in colleges just about everywhere in the nation. They called for more involvement on the part of their College and answered the call for assistance in the neighborhoods sometimes to the detriment of their own academic progress.

Nevertheless, they persevered in great numbers. They came to understand the need for balance in their young lives. More especially they realized the need to complete their own education so they could be prepared to take on positions of responsibility as they continued the struggle for complete citizenship after graduation.

These were the thoughts that seemed to come through in the presentations during the Symposium as well as during the post presentation discussions. They had not been asked before to think about the issue of the development of their own sense of entitlement and the way in which this development had helped to empower them. To a woman they seemed to be saying that the process had gone on even though they had been unaware of it or had not articulated it in quite that way. They spoke of the struggles but followed this immediately by speaking of the individuals who had been instrumental in helping them to put the struggles in

the proper perspective such that they were able to distinguish between what was and what was not their fault; what was and was not possible for them to achieve by dint of their own intelligence and hard work.

Having come to this realization, the many letters and notes they wrote after the Symposium expressed their sincere, albeit belated thanks. In addition, or rather included in these letters and phone calls were offers of help for the college as it continues to struggle to understand how to make itself a more hospitable place for Black people to study and work. These offers of support ranged across the spectrum to include financial support, participation on alumnae committees and clubs, membership in leadership positions from the Corporation to the local clubs, working with Black students as mentors and role models, as host families, and/or providing internships and jobs.

Last, but by no means least, these women decided to form an Association of African-American Alumnae of Simmons College. This would enable them to reach each other and to focus in on the needs of Black students in a way that is impossible for the larger Alumnae Association to do.

Friday Afternoon Tea

Friday afternoon tea is a tradition of long standing at Simmons College. Every Residence Hall invites someone to lead a discussion, speak or run a program that would be of interest and/or instructive to the residents of the hall. Often one of the Deans of the College, the President, Vice-President or a faculty member is invited to speak on a topic of her or his own choice.

The teas on this afternoon were planned as an opportunity that would allow all students to engage in conversation with Black women alumnae of Simmons College and very successful Black women, at that. No particular subject matter was suggested. Students who lived in the halls as well as commuter students were encouraged to attend and participate in the program as they did normally.

In an attempt to raise the comfort level of white students and to insure a reasonable number of attendees meetings were held before the event with Head Residents, Resident Assistants, and Student Hall Presidents. Another agenda item entailed increasing the level of sensitivity to and knowledge about the experiences of Black students on predominantly white college campuses. Special attention was given to the particular history of these students at Simmons College

with a special emphasis on the dramatic increase in their numbers during the decade of the seventies.

It was particularly interesting to these young students to hear about the social agitation in which these alumnae engaged during their years at the college. Many heard, for the first time, about the lengths to which these alumnae went to get the President to hear their points of view and about their concerns, including detaining him in his office. The way in which these women expressed their recognition that colleges and universities owe something to society was new to them. That these institutions have an obligation to teach and to provide an atmosphere and personnel in and through which students could learn was only two thirds of their responsibility to society. These alumnae recognized and were advocates for the colleges' social responsibility while they were students.

Although the attendance at tea did not reach the anticipated numbers, those who did participate found it rewarding and instructive to be able to engage in discussion freely with these Black alumnae. The absence of hostility or recrimination in either these alumnae or the President was astounding. All appeared to have grown beyond those experiences. The Symposium so far had generated a basis for all concerned to

express their appreciation of those troubled and troubling years.

Formal Presentations

Two major speakers were engaged for the weekend. They were asked to respond to the theme of "Entitlement" as they felt it applied to Black women in general and those who were alumnae of Simmons College in particular. Susan Taylor who is Editor in Chief of Essence Magazine was our first major speaker. She was chosen on two counts. She is a fine role model for Black women of all ages, one who demonstrates the theme of entitlement and empowerment in her own life. She was also known to one of the Simmons alumnae who, as their Director of Public Affairs played a prominent role in the development of a broader vision for Essence Magazine, helping the editors to envision and achieve a world wide market and taking the message of the achievements and power of Black women to women of Africa and of African descent in the diaspora.

Ms. Taylor suggested to all those present that Black women "need to focus on our history and the sisters who paved the way and entitled us". She recalled for us the struggles through which Black women had gone early in our history in America. The struggle as writers, abolitionists, business women, educators,

and orators made it unnecessary for Black women now to "need permission to kick back".

Ms. Taylor went on to note that "no one promotes Black women in America. Thus it is imperative that we develop the sense of entitlement and promote and empower ourselves. In fact we should feel the responsibility to empower and discipline ourselves". She urged Black women to "give their dollars and their time; to challenge themselves, indeed, to self-actualize their dreams. To believe that we are where we belong must be a positive attitude passed on to the next generation of Black women at Simmons College".

As our luncheon speaker, Patricia Russell McLeod, a powerful orator and attorney continued the theme of entitlement as a precursor to empowerment for Black women. She urged the women assembled to recall the strength and determination of Black women who had gone on before them. "Rosa Parks", she reminded us, "sat so we could stand up". She continued by noting that generations of Black women had been "over-described and under-estimated". She suggested that it would fall to succeeding generations to continue the story as had many of our Simmons Black alumnae in so many and impressive ways. Special note was made of an alumna of the class of 1927 who had distinguished herself in her

public service positions in Massachusetts and was in attendance.

In her closing remarks Ms. McLeod struck the chord so necessary for Black alumna of predominantly white colleges to hear, that of responsibility and participation. She suggested that the return to Simmons for cathartic reasons was appropriate and understandable but she dared the alumnae present to "look at the time and recognize that it is later than we think". She urged them to exercise leadership in the Alumnae association; to insure the continuance and increase of the scholarship funds; to be part of endeavors; to run for offices so that their voices would be heard. They were also urged to contribute to the education of present Black students through mentorship remembering that since they had been given much, much was required of them.

Workshops

In the pre-conference mail, alumnae were asked to suggest topics for workshops in which they would be interested. The responses ranged from those designed to support present needs of theirs to those designed to help them recall their days as students and the ways in which the issue of entitlement had affected them. They were also asked to volunteer to be presenters or

moderators on a panel. To all three requests the responses were positive. Each of the eight panels was staffed with more than the two discussants necessary as well as a moderator.

Panel A. "Culture Shock" Within the Simmons Experience

Objective: Share your personal, social and academic experience with current students.

Some of the alumnae had come to Simmons from large urban centers in other parts of the country. They had lived in predominantly Black areas and attended predominantly, if not all, Black schools. They found their Simmons big sisters waiting to involve them in political and social action in Boston. They felt they were given little if any choice about their involvement. They were victims of a conscription that insisted that they get involved in the struggle to eliminate myths and stereotypical thinking about them as well as to secure resources necessary for their and their sisters' survival and graduation. They found themselves participating in the development of the Black Student Organization and presenting "Demands" to the Administration at the same time that they were extending themselves in the service of the Boston Black community in which they would live and study.

Many of these students had come from places and families in which their relatives or friends were activists. Others came from predominantly white suburban areas where such activities and commitment were limited at best. For these women the culture shock had little to do with an adjustment to their white classmates and professors. Rather they had to make a major adjustment to the attitudes and social values of some of their Black classmates and professors.

Issues of social and economic class were present but were not an over-riding consideration for these women. Because of the racial turmoil in Boston, indeed the country at large, the adjustment had much more to do with whether or not one would get involved, how much and in what way.

Specific departments were cited consistently as very difficult, with faculty in them generally less than supportive and having few Black student concentrators. Other departments and more especially professors in them were named repeatedly as real teachers who had had a very positive impact on the lives of these women. Black faculty, administrators and staff were remembered as their life line since they had brought a semblance of reason to an often unreasonable series of events.

Panel B. Historical Perspective of the B.S.O. and its Development into the B.H.O.

Objective: Focus of the organization and its inclusion of Hispanic students.

The first Black organization at the college and the fore-runner of the Black Student Organization was the Civil Rights Club. Black students in the mid to late sixties felt the need to contribute to the work of Black organizations in the broader Boston community.

As the number of Black students admitted to Simmons increased the Black students felt the need to form a group on campus that would provide a base for their support, education and political activities. Thus in 1967 they formed the Black Student Organization.

One of the first activities recalled was the issuance in 1969 of the "Ten Demands". (see appendix) These demands sought to deal with the paucity of Blacks in any positions of authority as well as the very limited numbers of Black students and faculty on campus. They also addressed the lack of a curriculum that acknowledged the contributions of Black people to the history and development of the United States; the College's system of Financial Aid; the need to encourage the participation of those Black people

present in the recruitment of Black students and faculty.

More recent alumnae were able to contribute to an understanding of the reason the Black Student Organization was re-named the Black Hispanic Organization. They recalled the period in the late seventies in which the college began to recruit from the Hispanic student populations in several cities. Many of these students aligned themselves with Black students in recognition of their common African heritage and became such active participants and increased so in numbers that in 1979 the members of the Black Student Organization voted to re-name the organization the Black-Hispanic Student Organization in recognition of its Hispanic members.

The constitution was not altered in any significant way and the issues of racism and representation of their racial backgrounds in the student body and on the faculty as well as in the curricular offerings of the college continued to be of paramount importance.

Panel C. The Simmons "Superwoman"

Objective: Women's many roles, putting things into perspective, celebrating our successes.

The Simmons Superwoman was approached from the perspective of a Black woman. Both as students and later as professionals in the corporate world these women agreed that the culture of the corporate world was often dissonant with their own. After a good deal of self doubt and neglect of their own needs they came to understand their own needs, likes and dislikes. They developed a sense of self-worth and a recognition of their own gifts and abilities.

The corporate culture, many agreed, is one in which one is expected to give her all and she is seen as deficient if she doesn't. These women acknowledged that they had come to the understanding that the dollar is not everything and that they could exercise the right to make decisions for their own personal and family needs rather than for those of the corporation. Several of them were in successful marriages that often included motherhood and had developed reasonable expectations of themselves.

Panel D. Making Academic/Career Choices

Objective: Personal development and goal setting.

This workshop explored the choices alumnae had made as students and ways in which they had or had not followed through with these choices. No one was doing exactly what she had prepared to do academically. All had engaged in work experiences during their academic years that would inform them about their chosen fields. In addition to getting a better sense of the demands of the professional area into which they were headed, they found they became aware of their own strengths, weaknesses, likes and dislikes as associated with or related to these fields.

This revelation led all of them to urge the participants to be open to changes and to be willing to do the necessary research about advancement and job security early in the game. Ultimately, these women felt it was most important to find your own niche of interest and enjoyment. That, coupled with the development of skills and knowledge would make for successful and rewarding professional employment.

One of the panelists recalled that she had begun her academic career thinking she would be interested in the profession of medicine. She took the requisite science and mathematics courses. She did well in both

but as she learned more about medicine she discovered more about her own likes and dislikes. She changed to math as a major since it helped her to develop the ability to think logically and opened the door to more professional opportunities. She went on to graduate school and engaged in summer employment which broadened her outlook. Since graduation she has handled several jobs in which she was engaged in overseeing management information systems. Now she is part owner of a company whose focus is helping companies to manage their information. Her challenge to participants was that they should try different things and remain open to change.

Panel E. Networking: Who, What, Where, When and How To

Objective: Initiate an Alumnae Directory.

Networking drew the largest number of participants since its members joined with the group discussing the issues around being seen as a super woman. In this enlarged group the members talked about feeling and acting upon the obligation to be a resource for other Blacks to enter the corporate world. Often Blacks are hired with this in mind as part of their job description. However, it was felt that even when this is not the case, Black people need to be mindful of

this opportunity to increase their presence in this area.

Networking must take place among Blacks but those in lonely positions must learn to network among the "old boys" as well as among themselves. Often new experiences give us the chance to acknowledge ourselves as novices in our jobs but quite capable of performing at a superior level. An admission such as this is based on honesty and a pride in presenting oneself honestly which is very often appreciated by superiors on the job. It can open the door to more, new and varied experiences.

As part of networking one alumna declared that team work is the important pre-requisite for a successful corporate experience. Following up on opportunities offered or doors opened is a must.

Several examples of networking took place during the session as alumnae exchanged business cards and responded on the spot to some of the business dilemmas some of them were facing. Since there were several very senior executives present the advice and pointers given were invaluable and very much appreciated.

Panel F. Resurrection of the "Third World Alliance"

Objective: Coming back home to the Simmons Community as active Alumnae.

The alumnae on this panel began discussions that would lead to the most direct action affecting the College. They acknowledged that the Third World Alliance had never really represented alumnae other than Black alumnae in any significant way. In addition it had not had serious participation in any on going activities that involved a broad spectrum of alumnae or current students. Its meetings had been sparsely attended. Its major effort was put into an annual meeting that took place during the annual alumnae weekend when for a couple of years it presented an award to a graduating Black senior.

The excitement generated by the Symposium suggested that we could, perhaps under another name, resurrect the Third World Alliance, at least in intent. Mentoring was seen as another real need and one in which undergraduate students had needs and alumnae the resources to respond to those needs. It was suggested that the Third World Alliance include in its membership student representatives to ready them for active participation as alumnae. It was also reported that there was a possibility that the College would employ a

full or part time coordinator for Black Alumnae Affairs and that a mentorship program had already been designed.

This panel included alumnae who had expressed an interest in a panel entitled Simmons Alumnae as Role Models. The objective of this panel was to connect AHANA alumnae with current students of African-American, Hispanic, Asian and Native American backgrounds. Since this was directly related to the move to encourage them to get involved in this as well as other activities the two groups decided to merge and pool their ideas. The mentorship idea was an outgrowth of this group's participation.

C H A P T E R V

ANALYSIS

A number of predominant and important themes emerged during the Symposium. The themes are the outsider syndrome, critical mass, academic expectations, the effects of racism and sexism on Black women in higher education, cultural issues, previous family life, extra college expectations of Black students and Black faculty and post college expectations of Black women. This chapter will discuss these themes in terms of their contributions to Entitlement and involving Black Alumnae in the affairs of predominantly white colleges and universities.

Outsider Syndrome

The outsider syndrome was a persistent theme during the Symposium. The alumnae talked about feeling left out and overlooked in just about every aspect of college life. The initiation of efforts to include them always had to come from them. Their "Ten Demands" articulated ideas about inclusion that should have been part of the thinking and planning of the college when they were recruited. Indeed, as early as the sixties there was literature, albeit limited, that suggested the need for rethinking the curriculum, and including

in it the contributions of Black people to the development of this country.

In a meeting of the alumnae that followed the teas during the symposium, the alumnae raised some the same issues of inclusion and wondered what the climate of the college was like today. They recalled feeling part of what Andrew Billingsley (1968) describes as part of an ethnic subsociety. The problems associated with feeling themselves victims of racism and discrimination because of their race (Webster, Sedlacek, and Miyroes 1979) came to mind because of the small numbers of Black students reported to be on campus now.

They had also observed in their short presence on the campus that there seemed to be a paucity of both Black students and Black faculty at the college. This suggested that the college had slipped back toward an earlier time when this same condition had existed.

Critical Mass

Discussion of the necessity of a critical mass of Black people including students, faculty, support staff and administrators as being necessary for Black students to persist and succeed in a predominantly white institution took place.

As stated earlier it allows students to develop a sense of entitlement because they are empowered by the

presence of their sisters and the role models and mentors available in significant numbers of Black professionals. During the seventies it was evident that when ten to fifteen percent of the class was Black the impact on the entire institution was felt. Black students were large enough in number to allow a choice of friendships within the group. They were also able to feel a level of strength in numbers that allowed them to seek redress of common grievances. They were able to build a strong Black Student Organization and have an impact on both the Simmons community and the larger Boston community through their activities.

Academic Expectations and Stereotypes

Especially acute in the areas of Mathematics and Science is the absence of Black students. The prevailing notion seemed to be that Black students could not do well in these areas. Clearly there was little knowledge, if any, present in their instructors about (or appreciation for) the African contribution to things scientific. In addition Black women role models in these areas were non-existent at the college. As reported in the 1990 edition of "Initiatives" Black women face a double whammy that of racism and sexism relegating them to the bottom of the ladder in predominantly white colleges and universities.

"Black women faculty tend to be concentrated in the non-tenured lower level faculty ranks" (National Center for Education Statistics, Robinson 1980). They are also more likely to be employed in Historically Black and two year Colleges. Their degrees are also more likely to be in "female" disciplines such as Education and the Social Sciences (Hesse, Biber 1986 & the National Center for Education Statistics 1988). Thus, compared to their white female and all their male counterparts, Black women faculty occupy lower status positions. The combined cumulative effects of racism and sexism would predict this last among equal position for Black women faculty (Graven 1990)

Given the fact that there were many fewer Black faculty at the college than alumnae of the seventies remembered the alumnae expressed the feeling that it was not surprising that the college was having trouble recruiting Black students. "Dwindling numbers of Black students mirrors the pattern among Black faculty members. Researchers believe Blacks now constitute only about one percent of all faculty at predominantly white colleges". (Staples 1986) Although written three years prior to the symposium this statement was a very accurate reflection of the Simmons experience.

Cultural Issues

The differences in culture encountered by Black women in predominantly white institutions are especially evident in residence hall living although not limited exclusively to that sphere. Black student extended family life experiences promotes a propensity for them to feel other Black people are a potential part of it. They expect loyalty and support from each other almost the way family members come to expect it of each other. The same thing is expected of their Black faculty and staff. In return the latter are accorded a kind of respect that makes Black students loathe to disappoint them by what is seen as inappropriate behavior, academic or social.

Intrusive counseling or advising from Black faculty, administrators or staff is made possible by this expectation that they care and feel responsible for Black students, especially those who are younger. Issues of strict adherence to the "Buckley Amendment" definition of privacy rights becomes a non-issue when the welfare of the Black student is a concern.

Previous Family Life

As suggested previously the lives of Black students often include other people who have played a significant role in the Black student's development.

An important dimension of this life in many Black student's experience is the church. Historically the Black church has been a strong influence in the lives of Black families. It has provided spiritual, social, educational, and political support for its people.

According to Marvalene Hughes (1987)

A Black students' cultural heritage includes continued support and encouragement from the immediate family, the extended family, and friends from the home community while the student is developing a sense of independence. The strength of this support from family and friends plays a vital role in the student's persistence in college. The close relationships that Black students maintain with their families suggest patterns of individuation unique to Black students. The fact that their parents and friends are their sources of strength and survival is not perceived by them as a delay in their development of independence. It merely means that individuation for Blacks represents an interdependent dimension that ensures contact with the family, respect for parental authority, respect for aging persons, and respect for the Black community. It is likely that Black individuation helps to integrate Afrocentric cultural values commonly referred to as the 'extended family'.

Extra College Expectations

Expectations beyond the usual continue to abound for Black students attending predominantly white colleges. The traditional expectations of college life are found generally in any student Handbook and/or College Catalogue. These expectations rarely, if ever, suggest to new students, Black students included that the college expects that to assure their own survival,

they will be obliged to band together as students of an ethnic or racial group and develop activities and curricula that speak to their needs. Further it does not suggest that they will be responsible for the need to teach their classmates what it means to be Black in our society or to respect people who differ from them. It does not suggest that they will have to bear the sole responsibility to interpret the "Black experience" for their professors and help these same professors do likewise for their white classmates.

Nothing in these pieces of college literature suggests that in addition to performing well academically, if the college accepts the Black student she must be prepared to represent diversity for the college any time, any place and without complaint. Yet this is indeed the predicament in which many Black students too often find themselves at predominantly white colleges including Simmons College.

As a result of these conditions, in the seventies, Black students soon developed the notion that they needed to maintain and promote on campus the kind of relationships indicative of Black family life. Black students became members of an extended family--"sisters". Black faculty, administrators and staff became surrogate parents mentors and role models. Together they became the Black community of the

college. Their education as they saw it included success in academics as well as contributions to the betterment of the society they saw and experienced as racist.

Networking

A persistent theme both during and after the Symposium has been that of the meaning that networking had and continues to have for these women. The discovery was made that this cultural phenomenon of the extended family experienced by most Black people serves as an introduction to the notion of networking.

As stated previously the extended family as experienced by Blacks promotes in its members a feeling of responsibility for and support of the total development of the young. In the young it promotes a feeling of respect for, reliance on and connection with more experienced and older Black people. Networking is a natural outcome of this experience.

What white faculty and administrators then, often see as separatist behavior when Black students seek out for support Black faculty or administrators, is on the part of Black students a natural response to their prior family experiences. They expect that there will be an interest in them. They expect further that they will be understood without too much pre-explanation on

their part. They expect that they will be taught the strategies necessary to overcome/dispel the myths about them that are prevalent in the minds of their classmates. In other words they expect to gain from their association with each other, including Black faculty and administrators, the survival skills they will need to negotiate the system.

Post College Expectations of Black Women

Yet another author addresses the issue of life after college in which extra demands continue to be made of Black women in their professional lives. This author, however, supports the contention that strength for one's personal development can occur as a result of these extra expectations. Epstein (1973, 1987) suggests that in a white professional milieu the Black-woman is a "hyphenated creation", e.g., the Black-woman administrator who has a place in the organizational structure without being guaranteed a secure position in the normal exchange system of that power.

They often struggle between expectations and demands attached to their symbolic roles and those inherent in their professional status and responsibilities. Such dilemmas, which reflect a real insensitivity to their needs for support and

reassurance, can challenge their own identity and threaten their inner security. (In Carey, Patricia, 1990 Beyond Superwoman: On Being A Successful Black Woman Administrator)

Carey goes on to suggest that the "success of the Black woman in such a setting will depend on how she deals with it, how well she resists being considered a well-paid token or ornament, how she uses what Jenkins (1982) refers to as a "dialectic mental capacity", who, he says, is especially characteristic of Blacks, to relate to the given and to imagine something other than what is, can conceive of self differently from what has been imposed on her. From this perspective, the dialectic involves two poles. The first is to recognize the weight of the tradition of racial etiquette, which would hold that a person is only a Black woman administrator in a white institution. The second is to see what can or should be, which would entail attending to the fundamental reason for the institution's being--its "raison d'être".

A very recent edition of Initiatives (1990) a publication of NAWDAC the National Association of Women Deans Administrators and Counselors is devoted to the plight of Black Women in Higher Education. Several articles highlight the high level of devotion expected

of Black women professionals with little or no recognition or reward in return.

Expectations are addressed in an article entitled "A Case of Double Jeopardy? Black Women in Higher Education" by Sheryl B. Graves. "From the moment a Black female accepts a faculty position at a predominantly white institution, she has a different job description than does her white male or female counterpart."

"As a Black faculty member she is expected to participate on every administrative committee that might possibly confront minority issues. If all faculty were required to have expertise in multicultural issues, such an administrative burden could be more equitably shared.

The Black woman faculty member is also expected to serve as mentor to all Black and in some instances all minority students. This situation presents an impossible task. For the truly conscientious Black faculty member, whose previous life experience in many ways often parallels that of the Black students she is expected to mentor, there comes the realization that she can never be fully successful."

C H A P T E R VI

SUMMARY AND FINAL CONSIDERATIONS

In effect, then, what I set out to do was prove a theory that had been growing in my mind over the last six years of my service as a Dean of the College. The theory suggests that the social and political situation in this country is one that discourages the growth of a healthy sense of self in Black people in general and youth in particular. Black students who attend predominantly white colleges bring with them the results of this condition. It is further confirmed when they find the college campus to be a microcosm of the country in the way it manifests attitudes prevalent about race.

The phenomenon of greatly increased numbers of Black students attending predominantly white colleges that had given little if any thought to the effects of such a system on these students created a situation in which Black students were set up to fail. They found these colleges grudging at best in their acceptance of them and at worst hostile. Whether conscious or unconscious these students manifested a reluctance to use the resources of the college to their benefit. Since upon questioning it was discovered that they were as knowledgeable about these resources as their white

counterparts, the lack of a sense of entitlement arose as a possible reason behind their reluctance or failure to utilize resources or participate in activities to the same degree their white classmates did.

During the turbulent years of the late sixties and the seventies Simmons College experienced its greatest increase in the acceptance of large numbers of Black students. This ultimately occasioned the graduation of several hundred Black students during the next decade who are now alumnae. Given the lack of entitlement experienced during their college years, it was not surprising that these women had, for the most part, never returned to the college.

There is growing research that expresses and supports the belief that Black students need to have successful role models and mentors, especially on predominantly white college campuses. Black graduates of these colleges are such examples because they have negotiated successfully the colleges in which present students are now matriculating.

Simmons College, where I have served as Professor and/or Dean for the past twenty-four years, is a predominantly white, small, comprehensive, urban, professional/liberal arts women's college. Its response to the situation described above was typical of these colleges across the country.

It seemed likely that Black alumnae would respond to a special invitation to return to the college if they were invited by someone they knew and for reasons to which they could relate other than the financial needs of the college, namely, support for the young Black women currently at Simmons. Since I had taught or advised most of the Black students who attended the college during the seventies and the eighties, I decided to make a special appeal for their return to share with us their wisdom, insight and support through attendance at a Symposium on Entitlement of Black students.

I defined entitlement in this new context as finding its base in Webster's definition: "being furnished with the proper grounds for seeking or claiming something (this ticket entitles the bearer to free admission)". College admission is the "ticket". The student (Black) is the "bearer" and is, therefore, entitled to or due all the college has to offer with no further payment being required, such as needing to belong to a special race (white) or class (middle or upper). A focus group of alumnae from the New England area came together to consider the feasibility of a weekend event focused on this issue. The response was enthusiastic and positive.

Planning for the Symposium was undertaken by a committee of alumnae supported by a small group of staff and faculty at the college. This group met at least monthly during the fall and winter months to plan for a spring event.

Whole hearted support from the college community was achieved. It began with the President and covered all parts of the community. Because the return of these women to the college would be of benefit not only to the Black students but to the entire college, this was an absolute necessity.

The committee planned a program to include a panel discussion on the theme of entitlement, formal presentations, workshops whose titles were elicited from alumnae on topics of interest or help to them. These topics included culture shock; historical perspectives; superwoman; academic/career choices; networking and the Third World Alliance.

During the Symposium a number of theses emerged that attempted to explain the way in which Black students experience the predominantly white college and the reasons for it. Such themes as the outsider syndrome; a critical mass; academic expectations and stereotypes; cultural issues; previous family life; extra-college expectations; networking and post-college expectations of Black women were raised and discussed.

The results overall were magnificent. The response was beyond anyone's expectations, including mine. One hundred sixty-eight women, approximately one-half the total Black women graduates returned and participated. Their written expressions of excitement and appreciation for this opportunity were all positive, and now two years later they continue to come. Their offers of assistance and support were many and were actualized immediately, including the contribution of an impressive amount of money to support efforts of the college that relate to Black students.

Simmons College can now look to a significant number of Black alumnae to support the college in many ways. A major outgrowth of the Symposium was the organization of the African-American Alumnae Association. Equally as important was the agreement of many of these alumnae to serve on committees of the larger Simmons College Alumnae association as officers and members. This included one alumna who is serving as a member of the Corporation of the College. Several area groups in Washington, D.C., New York, New Jersey, Lower Connecticut and Philadelphia in addition to New England have begun to organize. Black students presently matriculating at the college have already begun to experience the benefit of this new commitment

on the part of their older Simmons sisters. They have the role models mentors and capacity to network that they very much need.

Recommendations

In light of our experiences at Simmons College it seems to me we can make some generalizations which others might follow. In the first place it is important to identify who the Black Alumnae/i are. You would need to find out if there is anyone you know or contact a few whose whereabouts you know. In other words get a small group together, the criteria for choosing or contacting them being that they are interested and recognize the importance of the proposed endeavor. These folks need to be excited about the project and ready to give their time and ideas to support its accomplishment.

In the case of the Simmons event, the alumnae who eventually participated on the planning committee had attended the focus group activity and followed up with inquiries and suggestions about being involved in the planning. It helped that they were in the area and able to get to the campus for meetings.

The support of the institutions is, of course, critical. If they don't support you you cannot proceed with any certainty that the project will come to a

successful conclusion. It is important to sell key people in the institution on the idea. At Simmons the key people were the President, Deans, Directors of Offices and Student Leaders. At many other institutions, especially at very large institutions, key people might include a Provost or Dean of Students. However getting that institutional support is an absolute necessity. It may or may not entail money. It would be helpful if support in the form of a substantial budget were made available. But if it is not you definitely need a lot of support from the institution. Please note that the issue of support may well be the stumbling block. Creative tactics will have to be employed to overcome the lack of support.

Once Alumnae/i are identified it is important to understand that special care must be taken to communicate with them in a form that will get their response. Initial letters to the general body of alumnae/i should emphasize that this is not an Alumnae/i Association appeal in the usual sense that looks to them for dollar contributions to the college. Certainly that is important, appropriate and necessary. The money is wanted but this communication is about their support in the form of recalling their experiences and using it to help present and often younger students who are going through the same

experiences. We want to pick their brains about their experience to see how that can turn back and build a greater support network and sustaining mechanism for the students matriculating now and in the future.

Initially your letter should not use Alumnae Office stationery. It is preferable that it identify the person(s) whom most of the Alumnae/i will know and/or with whom their experience has been positive. In large institutions that might be difficult but if there is not a well known person on campus look through the alumnae/i records for a likely candidate. Have that person(s) send the letter over her/his signature.

In beginning to establish a network of people it is important to include a broad spectrum. The alumnae/i should represent different geographic areas, different levels of achievement in their post-college endeavors, and different academic and career choices, to name a few.

It is also imperative that in the use of the term entitlement it be implanted in the minds of the alumnae/i that this is a concept which summarizes the experiences they have had. Early on you want to relate what you are saying, to others who are interested, that all Black people have had this experience. All you have to do is lay out what the experience is. When they see the term entitlement, they will know what it means.

Simmons can look forward to the ongoing networking of its Black alumnae. A major outcome of the Symposium there promises sustained interest on the part of these women for the place of the Black community within the institution. The important thing has been to bring the group together for discussion. Ours took the form of a Symposium but there are other forms it could take as long as they are brought together. It is important also to see that the discussions focus on substance with, of course, some socializing. As one of my alumnae put it, "While business was taken care of, it is impossible for us to come together without the added agenda of renewal, spirited laughter and positive exchange!"

Membership in the National Black Alumni Association could provide an additional resource for support and ideas in responding to the needs of Black students on predominantly white campuses. This organization's programs include mentoring, counseling, a national research data bank, a Black Alumni network, a national advocacy program and a national publication. The conditions which in 1988 inspired its founder, Ray Lanier, esq. to form the organization still persist: "a lack of positive Black role models; social isolation and feelings of emotional displacement; a lack of support services and declining financial assistance.

In general on predominantly white campuses racism continues. Affirmative action is losing ground. In large co-educational institutions sexism and racism combine to place Black women faculty and administrators in double jeopardy.

Need for mentorship and positive role models continues to plague Black youngsters. A general downturn in the economy of the Nation limits the hiring and/or tenure of faculty in general and Black faculty in particular. Perhaps, in the face of so many negatives, the active recruitment and constructive use of Black alumnae/i of these institutions can provide a light at the end of the tunnel.

APPENDIX
THE ENTITLEMENT CONFERENCE

SIMMONS COLLEGE
300 THE FENWAY
BOSTON, MASSACHUSETTS 02115-5898

OFFICE OF THE DEAN

January 13, 1989

Dear

It hardly seems possible that twenty-one years have passed since I first came to Simmons. During those years I've advised, entertained, known and/or taught most of you. Individually and collectively you are often in my thoughts and my conversation.

For a few years now, I've been thinking about planning a way to celebrate the contribution Black students have made to Simmons College. Next year will mark the twenty-first anniversary of the assassination of Dr. King which in its way gave rise to an almost immediate doubling of your numbers on this campus. The increase was dramatic through the class of '75 which was the largest (51 in the entering class).

It's been my pleasure to remain in touch with many of you. The pride in your accomplishments is a real treasure to me and to the College. It allows me to share with the present sisters my hopes and expectations for their futures.

On June 18, 1988, thirty-two of you who still reside in the Greater Boston area responded to my invitation to come to lunch and chat. The agenda included a grand re-acquaintance reception and lunch as well as a more formal mini-discussion of the issue of "entitlement" as it effects the total experience of Black students on a predominantly white college campus.

This letter is the result of that meeting, and subsequent meetings. Although my schedule continues to be ridiculously busy, I have managed to meet with several of you individually and in small groups. The idea of holding a reunion/symposium has been met with great enthusiasm and interest. Plans are underway to make the weekend of April 7th, 8th, and 9th, a joyous and instructive one.

This first letter is to alert all of you to these dates and to confirm the article in the January issue of Simmons Now, as well as to express my sincere and earnest hope that you will be able and willing to be with us. Among other activities, the weekend will include panel discussions, tours of the campus (very new to many of you), class visits, a dynamic speaker, and a chance to be

continued.....

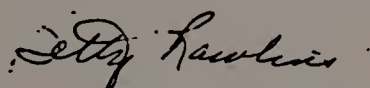
Page 2.

an inspiration to the present Simmons community in general and the present "sisters" in particular!

More details will follow in early February. Please complete the short information sheet and return it to me by January 20th so that I can have some idea of the level of interest and ²⁷ participation.

The anticipation and excitement here about your return is just wonderful. Looking forward to hearing from and seeing you.

Hopefully and Sincerely,



Elizabeth B. Rawlins
Associate Dean of the College

NAME: _____ CLASS YEAR: _____

ADDRESS: _____ CONCENTRATION: _____

PHONE #:(home) _____ (work) _____

PRESENT POSITION: _____

I (WE) WILL BE PRESENT: YES _____ NO _____

I WOULD BE WILLING TO PARTICIPATE ON A PANEL: YES _____ NO _____

Return to: Elizabeth B. Rawlins
Associate Dean of the College
Simmons College
300 The Fenway
Boston, MA 02115

SIMMONS COLLEGE
300 THE FENWAY
BOSTON, MASSACHUSETTS 02115-5898

OFFICE OF THE DEAN

March 15, 1989

Well, here we are, finally able to send that second, much overdue letter. As many of you know by now, everything is moving ahead just fine. As of this date, 130 of you have confirmed your presence by returning your forms. About ten more have said you will be there. I can hardly believe it and am overwhelmed by the response.

The committee has put in lots of time, energy, and enthusiasm planning a wonderful weekend. You can get a bit of an idea from the enclosed Overview and the major speakers who will be coming, Susan Taylor and Patricia Russell-McLeod.

Those of you returning represent just about every decade beginning with an alumna from the class of 1927--Bertha Harris Wormley. The decade with the highest representation so far is the 1970s. More statistics will be forthcoming when you arrive. If you know of someone we've missed, please urge her to contact me and to come.

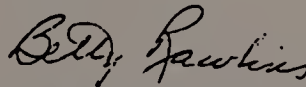
Please respond as quickly as possible to the following enclosures:

1. Return the meal choice form for the Saturday lunch.
2. If you know the current address of anyone on the enclosed lost alumnae list, please let me know.

If you have not made your hotel reservations, The Colonnade, where our Saturday luncheon will be held, still has rooms available.

I'm looking forward to seeing you soon!

Sincerely,



Elizabeth B. Rawlins
Associate Dean

Enclosures

EBR:scn

SIMMONS COLLEGE
300 THE FENWAY
BOSTON, MASSACHUSETTS 02115-5898

OFFICE OF THE DEAN

Please send back ASAP, choice of entree for Saturday luncheon:

Check one:

- ☐ Schrod
- ☐ Honey Mustard Chicken
- ☐ Steamed Vegetable Plate

Please return to: Elizabeth B. Rawlins
Office of the Dean
Simmons College
300 The Fenway
Boston, MA 02115

Dear Alumnae,

It has been wonderful having so many of you to reply to the letter Betty Rawlins sent out, and we look forward to seeing you. The Black Alumnae Weekend will definitely be a memorable event for all of us.

Below you will find some hotel information and we encourage you to make lodging arrangements as soon as possible.

The Colonnade Hotel, located at 120 Huntington Ave. Boston, is the sight of the luncheon on April 8th. They have been contacted and will offer a special Simmons weekend rate at \$110 double or single occupancy. Their number is (617) 424-7000.

The Inn at Children's, Longwood Ave. Boston, is in the area of the college and has rates at \$82 single, \$92 double occupancy. Their number is (617) 731-4700.

Midtown Motor Inn, Huntington Ave. Boston, is across from the Colonnade. The rates are \$69 single, \$77 double, and \$85 triple occupancy. Their number is (617) 262-1000.

We hope this information is helpful to you in planning this exciting weekend. More information is soon to follow.

Sincerely,
The Black Alumnae Weekend-
Entitlement Committee.

SIMMONS COLLEGE
300 THE FENWAY
BOSTON, MASSACHUSETTS 02115-5898

OFFICE OF THE DEAN

"LOST" ALUMNAE

Letters sent to the following students regarding Black Alumnae weekend were returned. If you know where they are, please let us know.

Dyna Shipp
Lourdes Fernandez
Renee Pryor-Russell
Crystal Johns
Candace Bows
Marie Rocheteau
Ramona DeFilippis
Mary Merriman
Laurelynn Browder

Send reply to: Elizabeth B. Rawlins
Office of the Dean
Simmons College
300 The Fenway
Boston, MA 02115

SIMMONS COLLEGE
300 THE FENWAY
BOSTON, MASSACHUSETTS 02115-5898

OFFICE OF THE DEAN

March 24, 1989

Dear Colleague,

On the weekend of April 7-8 approximately 165 Black alumnae will return to Simmons College. They have been invited to participate in a weekend of activities designed to celebrate their presence as former students, seek their insight regarding the experience of Black students over the years here at Simmons, and encourage their participation in the future.

This date was chosen because it will be the 21st anniversary of the assassination of Dr. Martin Luther King Jr. That devastating event, though, gave rise to a move on the part of predominantly White colleges and universities across the country to increase dramatically the numbers of Black students on their campuses. The increase at Simmons was dramatic through the class of 1975, which had the largest number of Black students in Simmons' history (51 in the entering class).

It has been my pleasure to remain in touch with many of these women over these past 22 years. Others of our colleagues have had similar experiences. The pride I feel in their accomplishments is a real treasure to me and to the College. It allows me to share with the present Black students our hopes and expectations for their achievements and their future.

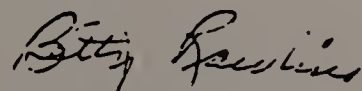
On June 18, 1988, 32 of these alumnae who still reside in the Greater Boston area responded to my invitation to come to lunch and chat. The agenda included a grand re-acquaintance, reception, and lunch, as well as a more formal mini-discussion of the issue of "entitlement" as it affects the total experience of Black students on a predominantly White college campus. In this context, entitlement was given its most positive definition.

The April 7-8 weekend is the result of that meeting and subsequent meetings. The theme is "Black Students at Predominantly White Colleges: Issues of Entitlement." This is the first time we will have had such a conference at Simmons. It is also our first attempt to hear from such a comprehensive group of our undergraduate Black alumnae. It is my belief that those who have been through that experience can best give us some insight into the

idea that once you develop a sense of entitlement it is easier to feel a part of and participate fully in all the college has to offer.

We are interested especially in your participation in the Friday events of the weekend.

Sincerely,

A handwritten signature in cursive script, appearing to read "Betty Rawlins".

Elizabeth B. Rawlins
Associate Dean

EBR:scn

ENTITLEMENT SYMPOSIUM OVERVIEW

Friday, April 7:

- 8:00 AM Registration and Continental Breakfast
 Opening Remarks:
 Elizabeth B. Rawlins, Associate Dean, Simmons College
 William J. Holmes, President, Simmons College
 Jane Bergwall Shattuck, President, Simmons College
 Alumnae Association
- 10:15 AM Alumnae Panels
- 12:15 PM Buffet Luncheon
- 2:00 PM Susan Taylor, Editor, Essence Magazine
- 4:00 PM Tea Reception in Dorms
- 5:30 PM Dinner
- 7:00 PM Evening Entertainment sponsored by the
 Black/Hispanic Student Organization
- 9:00 PM Reception at Dana Chandler's Studio

Saturday, April 8:

- 8:30 AM Continental Breakfast
- 9:30 AM Welcome and "Alum Slide Show"
- 10:00 AM Panels and Discussion
- 12:30 PM Luncheon
 Keynote Speaker: Patricia Russell-McLeod,
 Professional Orator, Russell-McLeod Associates
 Soloist: Pamela Wood Ambush
- 3:00 PM "Back To Boston"
 African Meeting House
- 6:00 PM "Steppin Out"
 Cocktails, Dinner, Jazz
- 9:00 PM Open Party at The Gallery

Sunday, April 9:

- 11:00 AM Brunch Reception at President Holmes' House

SIMMONS COLLEGE
300 THE FENWAY
BOSTON, MASSACHUSETTS 02115-5898

OFFICE OF THE DEAN

March 16, 1989

Ms. Rehema Ellis
Channel 7 WNEV-TV
7 Bulfinch Place
Boston, MA 02108

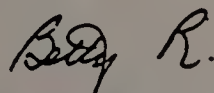
Dear Rehema,

Plans are progressing very nicely for the April 7-8 Entitlement Symposium. By now you will have received an Overview of the program which promises to be stimulating, informative, and fun-filled.

As you can probably guess, this "extra" letter comes to ask you to be our Mistress of Ceremonies at the luncheon on Saturday, April 8, from 12:00-3:00 PM. Patricia Russell-McLeod will be the featured speaker.

As one of our illustrious alumnae, both the committee and I would be pleased and honored to have you participate in this way.

Yours,



Elizabeth B. Rawlins
Associate Dean

EBR:scn

March 31, 1989

Dear Alumna:

We look forward to your attendance and participation in the Entitlement Symposium scheduled for April 7-9, 1989. Dean Rawlins has been the guiding force behind this effort to reunite all minority alumnae to address common issues of concern. As many of you know, throughout her tenure at Simmons Dean Rawlins has tirelessly aided and inspired a countless number of minority students. Those of us assisting her in the planning of the Symposium believe that this event provides an excellent opportunity for us to collectively acknowledge her efforts and express our appreciation.

The Planning Committee invites you to consider making a contribution upon registration at the Symposium to the Elizabeth B. Rawlins Scholarship Fund. The Fund, which was established in 1984 by the Massachusetts Association of Mental Health and Friends of Dean Rawlins, is presently dormant due to inadequate funding. A surprise presentation of contributions collected to date will be made during the April 8 luncheon. For those unable to attend, please consider mailing a contribution to: Zita Cousens/Linda Hope Brewster, 21 Rustic Street, Newton, MA 02158. Checks should be made payable to Simmons College. To ensure that your donation is properly credited, it is requested that you write Elizabeth B. Rawlins Fund on the lower left-hand portion of your check. In addition, please include your full name, current address and year of graduation with your check. Thank you.

Entitlement Planning Committee

Carol Waller Pope (1974)
 Zita Cousens (1975)
 Marcia Holford (1976)
 Linda Hope Brewster (1976)
 Ortencia Cortez-Santiago (1979)
 Desiree G. Baynes (1981)
 Candyce C. Polk (1984)
 Lasaundra Leach (1985)
 Carol McLaurin (1985)
 Reggie Jackson, Professor
 Communications Department
 Paige Lee, Admissions Office
 Jennifer Kilson, Admissions Office

**ENTITLEMENT CONFERENCE
APRIL 7, 8, & 9, 1989**

FRIDAY, APRIL 7

8:00 - 9:30 a.m.	Registration/Breakfast	The Fens
9:45 - 10:00	Welcoming Remarks: Elizabeth B. Rawlins, Associate Dean President William J. Holmes President Jane Bergwall Shattuck, Alumnae Association	C-103
10:15 - 12:15 p.m.	Alumnae Panel and Open Forum	
12:15 - 1:30	Buffet Lunch	The Fens Area
2:00 - 3:15	Speaker: Susan Taylor	Library Lecture Hall Cardinal Cushing Library Emmanuel College
4:00	Tea Reception in Residence Halls	Residence Campus
5:30	Dinner	Bartol Hall
7:00 - 9:00	Evening Program by the Black Hispanic Organization and Dorothy Ferebee Scholars	Alumnae Hall

SATURDAY, APRIL 8

8:30 - 9:15 a.m.	Late Registration/ Breakfast	Faculty Lounge C101) C110
9:30 - 10:00	Alumnae Slide Show	L109
10:00 - 11:30	Panels/Workshops	<u>Selected Rooms</u>
11:30 - 12:00 p.m.	Plenary Session	Browsing Room, Library
12:00 - 12:15	Shuttle Buses to Colonnade Hotel	Simmons Parking Lot
12:30 - 2:30	Luncheon Program Keynote Speaker: Patricia Russell-McCloud	Colonnade Hotel

3:00	Shuttle Bus Departure to African Meeting House	Colonnade Hotel
3:10 - 5:30	"Back to Boston"	
6:00 - 9:00	"Steppin Out" Buffet Dinner, Cocktail and Jazz Entertainment: Kris Key	The Gallery
9:00	The Gallery Opens to the Public	

SUNDAY, April 9

11:00 - 12:30 p.m.	Brunch with President Holmes	President's House
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ENTITLEMENT SYMPOSIUM

We have given this morning's panel the title, "Black Students at a Predominantly White College: Issues of Entitlement." The panel is made-up of alumnae from the classes of 1927, 1963, 1973, and 1981. We felt such a selection would give us a response to the issue across the years.

There is also a great deal of discussion today about empowering Black students--especially at predominantly White colleges. It is my contention that we cannot be empowered before developing a sense of entitlement. It is also my belief that those who have been through that experience can best offer some insight into the hypothesis that once you develop a sense of entitlement, it is easier to feel a part of and to participate fully in what the college has to offer.

Webster says entitlement means (in part):

being furnished with proper grounds for seeking
or claiming something (this ticket entitles
the bearer to free admission)

In this context, college admission is the "ticket." The student (Black) is the "bearer" and is therefore entitled to or due all that the college has to offer with no further payment being required such as the need to belong to a special race (White) or class.

Each panelist will reflect on this definition as it applied to her or her "sisters" as racial statistics at Simmons College. Clearly you were successful in your development of the sense of entitlement. Witness the successful and interesting lives you've led. In the spirit of celebration, we would like to share that with the entire academic community at Simmons. This is the College's first support of an attempt to hear from and celebrate the experiences and contributions of such a comprehensive group of its Black Alumnae.

Elizabeth B. Rawlins
Associate Dean

EBR:scn

4-7-89

ENTITLEMENT CONFERENCE
April 8, 1989

8:30 - 9:15 a.m. Late registration/Breakfast Faculty Lounge
C110

9:30 - 11:00 Panels/Workshops Selected Rooms

Panel A. "Culture Shock" within the Simmons experience.
Objective: Share your personal, social and academic experience
Special with current students.
Functions Pamela Moran Dashiell, Kristine Key, Lynne L. Emmons
Room

Panel B. Historical perspective of the B.S.O and its development into the
B.H.O.
C-302 Objective: Focus of the organization, its inclusion of
Hispanics. Yvonne Johnson, Kim Clark

Panel C. The Simmons "Superwoman".
E-205 Objective: Women's many roles, putting things into
perspective, celebrating our successes.
Ann M. Fudge, Michelle A. Walker

Panel D. Making academic/career choices
E-206 Objective: Personal development, goal setting
Cheryl Doddy Owens, Donna L. Gilton, Thyra Jackson Benoit,
Donna R. Ramos, Catherine G. Harris, Michelle Heywood

Panel E. Simmons Alumnae as role models.
S-209 Objective: AHANA* Mentor Program
*Afro-American, Hispanic, Asian, Native American connecting
alumnae with current students
Jennifer Kilson, Paige A. Lee, Linda Hope Brewster, Ortencia
Cortez-Santiago

Panel F. Networking: Who, What, Where, When, and How to -
C-318 Objective: Initiate an Alumnae directing org
Ann Davis Shaw, Juanita B. Wade, Leslie K. Giddings, Michelle
D. Lopes, Desiree Baynes

Panel G. Resurrection of the "Third World Alliance"
L-309 Objective: Coming back home to the Simmons Community as
active Alumnae.
Jacqueline Nauls-Jones, Debra Graves

Panel H. Positions of Empowerment: Getting involved in the structure of
L-301 policy making in the fields of Education, Government, Health
Administration, Law and in the corporate sector.
Objective: Making constructive and effective changes.
Roslyn Watson, Susanne Baagee D.M.D., Jo-anna Lynne Rorie,
Leslie A. Morris

11:00 - 11:30 Plenary session
Facilitator: Beryl Bailey
4th Floor Art Gallery

**SIMMONS COLLEGE
AFRICAN-AMERICAN ALUMNAE ASSOCIATION
1990/91 MENTOR PROGRAM**

"UNITED WE STAND"

Mentor Profile

Please fill this profile out accurately and completely so that we may appropriately pair you with a student. Thank you for your cooperation.

Name _____

Address _____

Hometown _____

Graduation yr. _____

Major _____

School activities _____

Present employment _____

Past employment _____

Interests/Hobbies _____

Community involvements _____

Religious
affiliation _____

Briefly describe why you want to be a mentor

January, 1991

Dear Prospective Mentor:

As you may know, the Simmons College African-American Alumnae Association has recently implemented a mentor program call "United We Stand". We are writing to ask you to consider becoming a mentor to a current Simmons student.

The objective of the program is to provide information, guidance and assistance to students that will help their educational, social and career development while developing worthy associations with alumnae.

Being a mentor requires time, energy, effort and commitment, just to name a few. Though we are eager to have all our alumnae join in this program, we request that you consider this proposition carefully! We are requesting a time commitment of at least one semester.

If you are interested in joining this exciting and rewarding program, please complete the attached profile. We will be having a mentor workshop titled "Being a Mentor/Having a Mentor" on January 27, 1991 at Simmons College, Special Functions Room. The session will be from 3-5PM. You may take the opportunity to return the profile while attending this informational session. If you cannot attend, please return profile by mail to the address below. We will be using the profile to pair you with a student so fill it out accurately and completely.

As Simmons College, African-American sisters, we know the difficulties students face while in school. Let us make a commitment to share our wisdom, experience and time so that these sisters are ready to face the challenges of being an African-American woman.

If you have any questions regarding this program, please call Dawn Sinclair at 421-7410. Thank you.

Regards,



Dawn Sinclair
Chairperson
Student Affairs Committee
390 Riverway Apt. 11
Boston, MA 02115

Mentee Contract Form

Responsibilities:

1. Meet in person or on the phone with you mentor once a month. You will be required to be an active initiator in setting up these meetings with your mentor.
2. Be willing to share your experiences (educational, social, professional goals etc.) with your mentor.
3. Be able to attend receptions for the mentors and mentees.

Please fill in the information below:

_____ Yes, I would like to have a mentor. I understand the commitment that is being asked of me and am able to follow through with it.

Your Signature

_____ No, I am not interested in being a part of the Mentor Program.

QUESTION SHEET

The following are a list of questions that need to be addressed if you are interested in being a mentor. Would you please take a couple of minutes to answer them.

Questions:

1. What was your academic major(s) and/or minor(s) while at Simmons?
2. What is your present career? How long have you been in this position?
Have you always been in this profession?
3. What do you feel qualifies you to be a mentor?
4. Have you had a mentor before and, if so, how has that person influenced your life?
5. You would be asked to meet with your mentee once a month either in person or by phone. Would you be able to make this time commitment?
6. Would you please list some of your hobbies and interests.

Entitlement Symposium Luncheon

***Twenty-One Plus Years
of Living the Dream***

April 8, 1989

Welcome to the Entitlement Symposium Luncheon

Opening Remarks	Rehema Ellis Mistress of Ceremonies
	President Holmes
Solo	Pamela Wood Ambush
Invocation	Reverend Imani Shella Newsome
LUNCH	
Introduction of Keynote Speaker	Patricia Russell-McCloud Professional Orator Russell-McCloud Associates
Special Presentation	Reginald Jackson Marcia Holford
Solo	Pamela Wood Ambush
Closing Remarks	Elizabeth B. Rawlins Associate Dean of the College
Benediction	Reverend Imani Shella Newsome

Shuttle buses will be provided for transportation
to the African Meeting House on Beacon Hill.

APR 4 1985

SIMMONS COLLEGE
300 THE FENWAY
BOSTON, MASSACHUSETTS 02115

OFFICE OF THE DEAN

You Are Cordially Invited
To Attend A Luncheon
At The Colonnade Hotel
120 Huntington Avenue, Boston
On Saturday, April 8, From 12:30-2:30 PM
As Part Of The
Black Alumnae Weekend Activities

Please RSVP to the Office of the Dean by
Tuesday, April 4, Ext. 8-2105.

SIMMONS COLLEGE
300 THE FENWAY
BOSTON, MASSACHUSETTS 02115-5898

OFFICE OF THE DEAN

Student Invitation

To

Black Alumnae Weekend Events

Friday, April 7:

- 9:15 AM Opening Remarks - C103:
Elizabeth B. Rawlins, Associate Dean of the College
William J. Holmes, President
Jane Bergwall Shattuck, President, Alumnae Association
- 10:15 AM Alumnae Panel Discussion, "Issues of Entitlement" - C103
- 2:00 PM Susan Taylor, Editor, Essence Magazine - Emmanuel College,
Library Lecture Hall, Cardinal Cushing Library
- 4:00 PM Tea Reception in Residence Halls
- 5:30 PM Buffet Dinner - Bartol Hall*
- 7:00 PM Evening Entertainment sponsored by the
Black/Hispanic Student Organization - Alumnae Hall

*ID required for Resident Students; dinner available to Commuter
Students for a nominal fee.

SIMMONS COLLEGE
300 THE FENWAY
BOSTON, MASSACHUSETTS 02115-5898

OFFICE OF THE DEAN

Faculty Invitation

To

Black Alumnae Weekend Events

Friday, April 7:

- 8:00 AM Registration and Continental Breakfast - The Fens
- 9:15 AM Opening Remarks - C103:
Elizabeth B. Rawlins, Associate Dean of the College
William J. Holmes, President
Jane Bergwall Shattuck, President, Alumnae Association
- 10:15 AM Alumnae Panel Discussion - C103
- 2:00 PM Susan Taylor, Editor, Essence Magazine - Emmanuel College,
Library Lecture Hall, Cardinal Cushing Library
- 4:00 PM Tea Reception in Residence Halls - Choose Any Hall
- 5:30 PM Dinner - Bartol Hall
(Faculty planning to attend should pick up a meal
ticket in the Office of the Dean of the College, C-211)
- 7:00 PM Evening Entertainment sponsored by the
Black/Hispanic Student Organization - Alumnae Hall

Sunday, April 9:

- 11:00 AM- Brunch Reception at President Holmes' House
- 1:00 PM (RSVP by April 4 to the Office of the Dean of the College,
X8-2105)

ISSUES AND CONCERNS

1. Recruiting black students
2. Participating in the AHANA overnight for incoming prospective students. (attending the breakfast and focus group discussion)
3. Simmons involvement in South Africa
4. Participation in the Mentorship Program
5. Compiling a directory of black alumnae
6. Financial support
7. Black faculty recruitment and retention
8. The African American Department, where is it ?
9. What scholarships are available for black students?
10. Assisting Admission's recruiters that visit your community, how and when ?
11. Forming and participating in a Black Alumnae

YOUR OPINION COUNTS!!

We would like to thank those of you who took the time to express your heartfelt sentiments of the weekend symposium. As members of the Planning Committee, we need each of you to evaluate specific details of the weekend in order to help us plan for future events. Your input helps to ensure mutual satisfaction. Thank you.

	SUPERB	GOOD	FAIR	POOR
TRANSPORTATION	✓			
LOCATION	✓			
HOTEL N/A				
FOOD	✓			
SPEAKERS	✓+			
WORKSHOP TOPICS	✓			
TIME OF YEAR	✓			
ENTERTAINMENT	✓			
ORGANIZATION IN GENERAL	✓++			

COMMENTS:

The Best Experience I ever had at Simmons

SUGGESTIONS FOR FUTURE EVENTS:

Would you be willing to participate on a committee? yes ✓ no

YOUR OPINION COUNTS!!

We would like to thank those of you who took the time to express your heartfelt sentiments of the weekend symposium. As members of the Planning Committee, we need each of you to evaluate specific details of the weekend in order to help us plan for future events. Your input helps to ensure mutual satisfaction. Thank you.

	SUPERB	GOOD	FAIR	POOR
TRANSPORTATION	X ⁺			
LOCATION	X +			
HOTEL	X +			
FOOD	X +			
SPEAKERS	X +			
WORKSHOP TOPICS	X +			
TIME OF YEAR	X +			
ENTERTAINMENT	X +			
ORGANIZATION IN GENERAL	X +			

COMMENTS:

SUGGESTIONS FOR FUTURE EVENTS:

Would you be willing to participate on a committee? yes X no

Yes, yes, yes. With the group of organized folks - yes I am also looking forward to doing as much as I can to keep folks on the west coast connected to the College.

YOUR OPINION COUNTS!!

We would like to thank those of you who took the time to express your heartfelt sentiments of the weekend symposium. As members of the Planning Committee, we need each of you to evaluate specific details of the weekend in order to help us plan for future events. Your input helps to ensure mutual satisfaction. Thank you.

	SUPERB	GOOD	FAIR	POOR
TRANSPORTATION				
LOCATION	✓			
HOTEL	✓			
FOOD		✓		
SPEAKERS	✓!			
WORKSHOP TOPICS	✓			
TIME OF YEAR	✓			
ENTERTAINMENT	✓			
ORGANIZATION IN GENERAL	✓			

* Did not use

COMMENTS: The entire weekend, from start to finish, was filled with overflowing warmth + love. The Committee is to be commended for their outstanding efforts.

SUGGESTIONS FOR FUTURE EVENTS:

Hopefully, more time could be allotted for small group sessions. Also, be sure to provide extra large boxes of Kleenex for each gathering!

Would you be willing to participate on a committee? ☒ yes ☐ no

If they are regional

My only regret is that we had no time for a closing ceremony/service. That, however, did not diminish the intensity or the impact of the weekend!

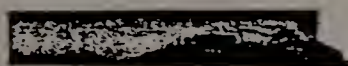
I am the Philadelphian

Twenty-One Years of Living the Dream

LAST APRIL SIMMONS COLLEGE HOSTED its first conference for black alumnae, "Twenty-One Years of Living the Dream: Issues of Entitlement." Organized by Associate Dean Elizabeth Rawlins, the conference examined how the issue of entitlement affects the total experience of black students on predominantly white campuses. The weekend marked the twenty-first anniversary of the death of Dr. Martin Luther King Jr., an event that, says Ms. Rawlins, contributed to an almost immediate doubling of the number of black students enrolled at Simmons, and at many other colleges.

The conference began with a discussion of entitlement issues, with insights provided by moderator Paula Sneed, '69, and four panelists who spanned the decades: Bertha Harris Wormley, '27; Harriet Elam, '63; Adunni Slackman Anderson, '73; and Beryl Bailey, '81. Other highlights of the weekend included a talk by Susan Taylor, editor of *Essence* magazine; workshops on such topics as networking and Simmons alumnae as role models; and a luncheon at the Colonnade Hotel at which the featured speaker was Patricia Russell-McCloud, professional orator. An evening program hosted by the Black/Hispanic Organization and Ferebee Scholars included songs and poetry written by students and well-known black authors, as well as a skit, "We Are the Past, Present, and the Future," by Michael Godfrey, '92, which humorously roasted the alumnae by decade.

With more than 160 alumnae attending, the conference was an enormous success. Above all, the reunion celebrated the accomplishments and contributions of Simmons' black alumnae. "The pride I feel in their accomplishments is a real treasure to me and to the College," says Ms. Rawlins. "It allows me to share with the present black students our hopes and expectations for their achievements and their future."



KATHLEEN P...



SIMMONS COLLEGE

300 THE FENWAY
BOSTON, MASSACHUSETTS 02115-5898

MAY 11 1990

OFFICE OF THE
ALUMNAE ASSOCIATION

Memo To: Black Alumnae Steering Committee
From: Beryl H. Bunker
Date: May 8, 1990
Re: Getting Us Together

As you all know, I am particularly keen that our Simmons AHANA alumnae have a greater presence in alumnae affairs. To this end, I have worked with the Alumnae Association committee chairmen and am pleased to report the following committee appointments:

1. Alumnae Fund	Christina Chan '82
2. Awards	Linda Hope Brewster '76
3. Budget	Carol Waller Pope '74
4. Bylaws	Linda Hope Brewster '76
	Juanita Wade '73
5. Classes	Jacqueline Nauls Jones '79
6. Education and Travel	Lisa Challenger '76
	Cathy Brown Moore '86
	Candyce Polk '84
7. Long Range Planning	Jacqueline Lee '76
	Carol Waller Pope '74
8. Merchandise	Karen Young-Thomas '77
9. Volunteers	Deborah Rhee '82
	Ortencia Cortez Santiago '79

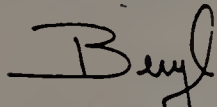
Of course, we are indebted to Betty Rawlins' wisdom and knowledge of the expertise and enthusiasm of so many of you. And we are especially proud to have Ann Brown Fudge '73 on the Corporation and Zita Cousens Brown '75 filling a one year vacancy on the Alumnae Association Executive Board with responsibility for budget and bylaws.

I hope our next steps include frequent meetings to review our mutual plans and ways in which we can complement the work of each.

The next Association-sponsored opportunity is for you to be represented at a joint meeting of all our local alumnae clubs, including SPAN (Simmons Professional Alumnae Network) and Young Alumnae to hear Professor Linda Monahan speak on "Discovering the Gender Languages in Your Personal and Professional Lives" after a light dinner at 6:00 p.m. at the College, June 12. I sincerely hope some of Black alumnae will be free to attend.

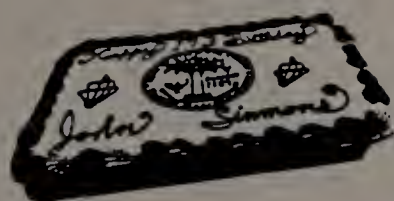
-2-

Please let me know who will represent you as invited guest at our next Executive Board meeting on Saturday, June 16, from 10:00 a.m. to 3:00 p.m. at the College.



cc: President Holmes
Dean Betty Rawlins ✓
Ann Brown Fudge
Zita Cousens Brown

CGF/cmd



Happy Birthday, John Simmons!

Founder's Day (October 30) was celebrated in two ways this year. The Student/Alumnae Association served John Simmons' 193rd-birthday cake (left) to students, faculty, and staff; while the College Archives purchased, with the Franklin K. Hoyt Endowment, a copy of *The Profile House* by Percy Curtiss. Published just months before the Great Boston Fire in 1872 (which delayed Simmons' opening some 30 years), the book contains the first reference to Simmons College in a monograph, according to Archivist Megan Sniffin-Marinoff. The book's heroine, Edith, yearns to attend Mr. Simmons' newly-planned school.



Dena Novak Named All-American at NCAA National Championships

The new Sports Center isn't the only exciting athletic news at Simmons this fall. As of November 18, the College has its very first All-American Athlete—Dena Novak, '90, named one of the country's 25 best All-American Intercollegiate Cross-Country Athletes at the National Collegiate Athletic Association's National Championships in Moline, Illinois.

Dena was selected to compete in the nationals after placing ninth in the New England Regionals a week earlier. Competing in Moline against more than 130 of the best college cross-country runners in the country, Dena was surprised to place 23rd. "I was hoping to place at least 80th! It's kind of funny—I ended up winning over six of the runners who initially

beat me in the regionals."

A star runner since high school, at Simmons Dena was named Cross-Country All New England in 1988, and placed first in the Rhode Island, Wellesley, and Wesleyan College Invitationals last year. Head Cross-Country and Track Coach Eleonora Mendonca remarked, "Not only is Dena a good athlete, but she is determined. Her many successes speak for themselves."

Dena is the daughter of two Simmons faculty members: David, Associate Professor of Mathematics at the Graduate School of Management, and Marian, Special Instructor in English. The family lives in Georgetown.



The night before she went to Moline for the NCAA championships, Dena Novak (left) attended a Simmons/Lowell Lecture given by fellow runner Joan Benoit Samuelson, shown above autographing a poster after her talk.

Alumna Elected to Corporation

Ann Brown Fudge, '73, has been elected for a six-year term as Alumnae Member of the Simmons Corporation. A resident of Westport, CT, she is currently Director of Marketing for General Foods USA. Ms. Fudge earned an M.B.A. at Harvard Business School in 1977.

Her volunteer activities include serving as Secretary of the Southern Fairfield Simmons Club; member of Big Sisters, Fairfield County; President of the Stamford-Norwalk



Chapter of Jack and Jill of America, Inc.; Westport-area Representative for the Bellarmine Guild; and a Board Member of the Executive Leadership Council. She is listed in *Who's Who in Black America*, and was named Black Achiever in Industry by the Harlem branch of the Y.M.C.A.

"As an African American who was actively involved in the tumultuous and historical '60s and '70s, I can bring a perspective to the Simmons community and governing body which represents the concerns of its minority constituents," Ms. Brown remarked. "This is particularly important as we move into the '90s and an increasingly diverse populace. It is only by the inclusion of diverse segments of the Simmons community that we can fully blossom and reach our fullest potential as an institution, a select one, for higher education," she said.

B34 THE BOSTON SUNDAY GLOBE APRIL 16, 1989

Simmons' black alumnae hold reunion

By Phyllis Coons
Globe Staff

Black graduates of Simmons College, in the face of current low percentages of black students and faculty, have pledged their support for recruiting more minority teachers and students to the college.

More than 100 graduates, who returned last weekend for a first-of-its-kind reunion of black Simmons alumnae, agreed unanimously to reinstate the mentorships of the late 1960s when each entering minority student — black, Hispanic and Asian — was paired with an alumna of the same background.

The reunion marked the 21st anniversary of the assassination of Martin Luther King Jr. in 1968, which contributed, at that time, said Dean Elizabeth Rawlins, to an almost immediate doubling of the number of black students from 80 to 160, or 10 percent of the students then enrolled at Simmons. Black students at Simmons now total 45 and make up less than 3½ percent of its student body.

Rawlins, the only high-ranking black administrator at the college, organized the black alumnae reunion "to dramatize the experience of black students on predominantly white campuses. At the same time, it is a celebration of the accomplishments and contributions of Simmons' black alumnae," she said. Rawlins is a member of the Board of Regents of Higher Education.

A panel of graduates told current students and faculty what it was like to be a black student on campus in their eras. Perspectives ranged from that of 84-year-old Bertha Wormley, who commuted from Worcester as one of three black students at Simmons between 1923 and 1927, to that of Beryl Bailey, '81, a speech pathologist in New Haven.

Pauline Mbawuike, a Nigerian

who graduated with the class of 1961, urged current students to take advantage of campus organizations like the Black Hispanic Organization and to learn to change the way black women are perceived. A health worker at Children's Hospital, she said that being the only black woman in her immediate department requires her to set an example, "especially when people come to your office and speak to your white assistant instead of to you."

An erosion of black students in the mid-'70s followed the peak enrollments of the '60s, Rawlins said. Some financial packages for minority students are going begging now, she said.

Wormley, who worked for the Massachusetts Civil Service Department after being one of the first black students to graduate from Simmons, said, "The challenge we face as black women is to keep on doing what we have been doing, and if anyone says we should not, just smile and go on doing it. It was awful when I kept asking myself why I didn't have many friends while I was here. I didn't think I would ever live long enough to see what I do today," she added, looking at an overflow audience of black Simmons graduates.

Harriet Elam, '63, a Roxbury native and foreign service career officer, said that admission to college did not necessarily bring with it a sense of entitlement, but is a formal document issued for entrance and exit. It does not bring success unless one achieves access to the right places and people, she said. "It is a heavy burden being the first black worker in one's immediate field and requires taking extra steps to compete." Elam will start a four-year tour in Istanbul next year.

Paula Sneed, '69, an executive at General Foods Corp., said that her five black classmates were the first in their families to go to col-

Globe staff photo/David L. Ryan
Dean Elizabeth Rawlins of Simmons College.

lege. "We did develop a sense of entitlement. We marched on Washington. We saw ourselves as part of Martin Luther King's dream, until we saw the backlash in the '70s and we learned to compromise," she said. Sneed moderated the discussion.

Social psychologist Adunni Slackman Anderson, '73, said, "We did act up," adding that having power means being supportive as well as having power over others. Beryl Bailey called the support of black faculty at Simmons the most significant part of her college experience.

LEARNING—

Summer!

Dr. Dolores Alleyne Goode

P.O. Box 248

Boston, MA 02121

(617) 442-2047

April 10, 1989

APR 12 1989

Elizabeth B. Rawlins
Associate Dean of the College
Simmons College
300 The Fenway
Boston, MA 02115

Dear Betty,

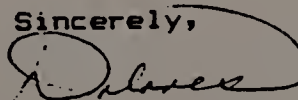
My heart is filled with joy because of you. Your vision about the urgency of impressing upon AHANA women of Simmons College alumnae that there is power in their collective strength, is timely. The theme, ENTITLEMENT CONFERENCE, (April 7-9, 1989) has paved the way for progressive change in the thinking and attitude of many of us. Congratulations to you and the Entitlement Programming Committee for three productive days of net-working. We learned from you and from one another about the positive meaning of entitlement. The sense that "...admission to the college is the ticket and that the student (AHANA), as the bearer, is entitled to or due all that the college has to offer and with no further payment being required such as the need to belong to a specific race (white) or class (middle and upper), ..." is a powerful message.

As a former member of the Simmons faculty I am peripheral to the alums, but certainly feel a sense of closeness to them and to this effort. And, you instilled something that is very important to me. That is, a clear and concise definition of entitlement that incoming AHANA students, anywhere, must be helped to grasp and that all AHANA students must develop in their own minds and exercise with their attitudes and actions throughout there academic years at Simmons and at other colleges and universities.

Beyond this your actions have gotten the attention of the Simmons College community. This means that what is being done and what will occur in the way of shaping attitudes and outcomes is the business of all and not the burden of a certain group at Simmons. I stand by you, ready and willing to help in any way that I can. You are my inspiration for legacy-building. So many AHANA women have been inspired by you that the strength of our collective efforts can only lead to further success.

My thanks go to you and the Entitlement Programming Committee for the invitation to be a part of a great weekend filled with warmth, hospitality, and insight. I will carry our message.

Sincerely,



APR 12 1989

P.O. Box 248
Boston, MA 02121
April 11, 1989

Elizabeth B. Rawlins
Associate Dean of the College
Simmons College
300 The Fenway
Boston, MA 02115

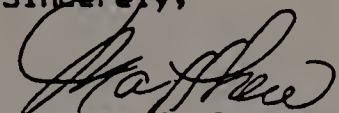
Dear Betty,

It was a privilege to be in the midst of the Simmons College alums for some of the activities of the Entitlement Conference. You have a positive concept of "entitlement," that you brought to life and promoted throughout the weekend. I am a brother in support of your efforts. I am impressed with what the women have already accomplished and with the goals that many of them have set for themselves.

Congratulations to you. Obviously the long, hard hours that you put into being a mentor to different students over many years have paid off and not only Simmons College, but American society is better for it.

I felt honored to be a guest. I thank you and the members of the Entitlement Program Committee for the thoughtful way in which you included me.

Sincerely,



Matthew E. Goode

Harriet L. Clarr
1900 Lyttonsville Road #115
Silver Spring, MD 20910

APR 14 1989

April 12, 1989

Ms. Elizabeth B. Rawlins
 Associate Dean
 Simmons College
 300 the Fenway
 Boston, MA. 02115-5898

Dear Dean Rawlins:

This is no doubt one of many letters of appreciation you will receive in the next few days for the uplifting and moving events we all shared this past weekend.

In my 26-year association with Simmons, I had no idea that I would experience anything other than a genuine loyalty to the institution. Thanks to you, I now feel an emotional bond to Simmons College.

I told President Holmes that while I was honored to be the recipient of the 1988 Simmons Alumnae of the Year Award, this weekend's reunion had even greater personal impact. It said to me that I attended an institution which had a sensitivity to the calls for justice made in the 70's and maintains that commitment because of the built in conscience in the person of one, Dean Rawlins. It also told me that the young black women who entered Simmons since your arrival, had a role model who was living proof that they would be respected and could excel at a predominantly white institution.

Your vision of the reunion became a reality, one which we are determined to continue. Based on my conversations with these inspiring young women, you have ignited an eternal flame which will light the way for future black students at Simmons. You have provided us with invaluable knowledge about ourselves, which has already proven

-2-

mutually beneficial. More importantly, you have instilled in us a desire to recruit more young black women to attend Simmons.

My career appears to be filled with fascinating experiences, but in reality is one which is often isolated. I honestly believed that the situations I faced daily were unique. Fortunately, I learned from interacting with these bright, capable, articulate and beautiful black women that I was not alone. Never have I been so proud to be in the company of so many Black American women as I was this weekend. It will be weeks before I come down to earth from this welcomed reaffirmation of self.

Simmons is blessed to have you and we are doubly blessed to share in your wisdom and foresight.

I thank you.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Harriet L. Elam', with a stylized flourish extending from the end.

Harriet L. Elam

It bears repeating —
 Congratulations!

Dear Betty,
 What an outstanding
 event with incredible people!
 It was one of the best events
 I have experienced during
 my 3+ years here and one of
 which ~~demmons~~ should be
 tremendously proud. You did a
 great job. And what beautiful
 tributes you received. Lynette

P.S. I've attached the
 folders of the students from
 J.P. — although I don't know
 if you will be back down to
 earth by then.

Thanks for interviewing
 them once again

Dear Dear Rawlins,

April 10, 1989

Thank you for inviting me to the luncheon on Saturday at the Colonnade Hotel. I was glad to have been included in the Black Alumnae weekend activities. I enjoyed listening to the speakers and meeting some of the alumnae. The spirit that was evident in that room gave me a better sense of what it's like to be a "Simmons Woman" and it made me proud to be a member of the class of 1990. Thank you again.

Sincerely,

Elizabeth Samson, Jr. Class President

April 9, 1989

To Betty Rawlins and her sisters - all our sisters - for making me proud to be a member of the Simmons community.

Thank you for a joyful, joyfilled afternoon on Saturday.

Warmly,

Lusan P. Bloom

three of my classmates from 1981
was particularly enjoyable for me.

You, your committee and all participants
must be proud... it was wonderful!

Susan Lecher
Alumnae Affairs.

Dear Dean Rawlings,

I'm sure this one of several notes
you will receive this week bringing
Congratulations on a beautiful weekend!
Thank you for inviting me to participate
in the luncheon on Saturday. I was
so moved by the feelings conveyed
by the speakers and participants.
Gung sat at a table with

The College Archives

To: Dean Rawlings From: Megan & Peter
Re: Black Alumnae Weekend Date: 4/6/83

Good luck this weekend! If there is
time or interest, it would be useful
to us if our alumnae could help
identify some of our photos -- possibly
images of themselves!

We've made about 10 copies each of
approximately 30 photos that people

Simmons College • 300 The Fenway, Rm. W-005 • Boston, MA 02115 • 617.738.3141

5/3/89

Dear Dear Rawlins,

Before too much more time elapses, I wanted to write a note of both thanks and congratulations for the wonderful Simmons Black Alumnae Weekend. It was stupendous (and, I'm sure, a lot of work!). All those to whom I've spoken enjoyed them selves.

Again, many thanks.

Best wishes—
De/ena ('79)

Dear Dear Rawlins,

Just a brief note to tell you I thoroughly enjoyed the reunion. Although many of my classmates were absent to meet the sisters who attended Simmons before and after me and to hear of their experiences moved me more than I can express. I've spoken with Linda Brewster and mentioned, I would be willing & delighted to work on my follow-up that is necessary. My phone number is 696-2815. Again, Thanks you all your efforts Sharon Fooley-Nieves

April 13, 1989

Dear Betty,

Thank you for inviting me to share with you your deep understanding of the relationship between entitlement and responsibility.

I loved being with the Simmons women during the weekend, and it was a privilege to be a witness to their respect and love for you. You make the appellation, "Phenomenal Woman" real! Love and Joy,
Erma

4-10-89

Dear Mrs Rawlin's,
 I just wanted to send
 you a short note of appreciation.
 I truly enjoyed myself this
 past weekend at the Black Alumni
 Luncheon. I get teary just thinking
 about it again. I only hope and
 pray that we can do this one
 often - fifteen years is too long.
 I wanted to offer my name as a
 candidate for the Mentor's program
 I live in Maryland but I would
 be more than willing to help the
 Admissions office when they are in this

Dear Mrs. Rawlin's,
 It was a true honor
 to be a part of the
 weekend and cherish the
 times as your student!!
 Congratulations again!!
 See you on the Cape!
 Love, Lisa

CATHERINE DAVIS-CARTEY

4-21-89

Dearest Mrs. Rawlinson: 1989

What a delight to be among
the best individuals in the
world - all black and beautiful

That weekend was one of the best
I have experienced in my adult
life. So much love, affection,
caring, sharing, nurturing, joy,
intelligence and a life span
of knowledge. Thank you for
having the insight and wisdom
to know just how important such
a coming together could be.

Again, call on me for whatever
you may need.

You are always welcome
Love + best wishes to you always
Cath

Dear Mrs Rawlins,

It is three weeks since I left Boston and the essence of "Black Alumnae Weekend" is still with me. I have described "our weekend to friends, family members, associates (actually to anyone willing to listen!) and no one has been able to match the feelings of love, pride and wisdom expressed at Simmons.

Today is my parents' 47th wedding anniversary. I thought of you and Mr. Rawlins, and the impact all of you had on me regarding the importance of education, and the strength of Black families, past and present.

Thank you for being a source of strength whenever I felt weak. I love you.

Cathie

...this is my ... in swim - a full of meaning ... me
 NORMAN ROCKWELL, (1894-1978) as a child of the 50's class.
 School Girl with U.S. Marshal, 1964
 Old Corner House Collection by purchase
 © 1964 Estate of Norman Rockwell

It's currently on display at the May 14, 1989
 Rockwell Museum in Stockbridge, MA. McKEE'S DITTY
 Dear Mrs. Reulias,

Thank you so much for getting us
 all together again! The weekend was one
 full of emotions - especially joy and
 pride. I was especially proud of what
 my sisters have accomplished and proud
 of women like you and Mrs. Brooks who
 helped us persevere.

I'm a horrible writer, so don't let my
 lack of communication be a concern. I will
 try and stop by whenever possible. Love,
 Lisa Judge

April 14, 1989

Dear Betty,

Thomas Wolfe wrote
 "You Can't Go Home Again."
 But I know now that you
 can because about two hundred
 Black Sisters and I, thanks
 to your vision, came home
 again to Simon College last
 weekend.

Thank you for that

vision and your consistent demon-
 stration that a Black woman
 can affirm her blackness and
 at the same time be successful,
 respected and effective in a
 predominantly white institution.
 What a wonderful role model
 you have been to many!

"My heart is full
 and my soul is rested." Thank
 you.

Gratefully,

Barbara

4-10-89

A. N. 10 1303

Dear President Holmes,

Just a note of appreciation for allowing the Black Alumni Weekend to become a reality. I left Boston 12 years ago and vowed never to return. However I changed my mind and "came home" to Simmons last weekend. Thank God I did! I needed that touchstone of being in the Simmons community again. I "heard" your message at the luncheon on Saturday. I want to help Simmons succeed

Black students - Simmons has always been good to me and after I graduated many doors were opened newly by having Simmons' name on my resume. Please share my name with the recruiters when they are in the Maryland - D.C. area.

Once again thank you and may God bless you.

Beverly Byron

Class of '75

10580 Twin Rivers Road
Columbia Md 21044

Dear Dear Rawlins,
 Just a short note
 to thank you & the
 committee for making
 the Alumnae weekend
 possible. It was the
 most uplifting,
 loving & powerful
 experience I to occur
 for me in many
 years. Thanks for "
 "Making it happen."
 Best wishes to you
 and your family—

...and then some!

Thank You
 Linda Reed
 '1975

can do in my own way
feel free to call me.

Love
Karen Morris

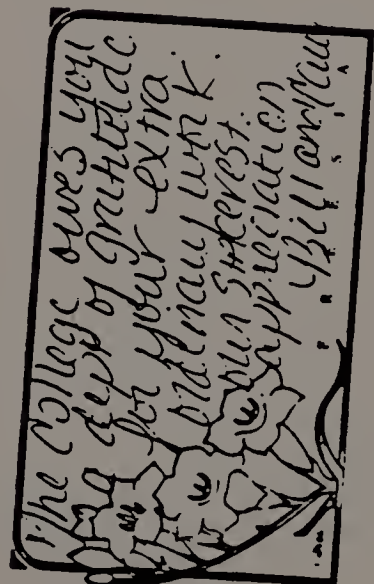
April 12, 1989

Betty,

I've written this letter
so many times in my head,
that I hope I haven't
already nailed it. But
if so, know once again,
that this was one of the greatest
experiences of my life. One
that will live long in my
heart and in my mind.

I moved from the strong
bonding of sisters at Simmons
to the sisterhood of essence,
and with love given a
blessing.

Thank you for bringing us all
together. Anything that I



Dear Rawlins -
Thank you for
adding such special
joy to my life. The
memory of my Simonono
Sisters "Reunion will
make me smile for
many years to come!
H

Thank you
for your thoughtfulness
and for the beauty
you've added to my life.

Love,
Kathy
Higley
'74

Tuesday, November 14, 1967

Open Letter to the Administration, Faculty Members and Students of Simmons College From the Chairman and Executive Board of the Simmons Civil Rights Club

There will be a meeting of this organization on Wednesday night, November 15 at 7:00 in Smith Hall Meeting Room. The agenda of this meeting includes discussion of the Black Student's Organization which is being formed on campus, and the need for the continuance of the civil rights club for those who are interested.

We feel that there is still a need for this organization to function on this campus as a means through which students who are not affiliated with the Afro organization can define and express their interest in civil rights. Ultimately, the basic purpose of the two organizations is the same—total racial equality within this society. To the accomplishment of this end the Civil Rights Club will continue to devote itself.

We feel that it is both significant and necessary that half of the black students on this campus are endeavoring to form an Afro organization. We plan to work in the interest of both groups toward the realization of our common goal.

Tragically enough, one realistically can not expect that all of the black students on this campus will affiliate with these organizations since we as black Americans range from militant to moderate even to essentially white racist in our orientations. Similarly, we have found that there are whites on this campus who range from sincerely liberal to pseudo-liberal to moderate to uninformed to disinterested to hard core bigots in their orientations.

In short, this campus is a microcosm of middle class American society—the society which has cast the black masses into their pathetic conditions and which constantly thwarts the black man's search for freedom and a meaningful reinterpretation of the "American Dream" as it applies to his life.

These statements to some of us perhaps sound and unnecessary, even overly emotional and melodramatic when one considers the surface serenity of life here at Simmons. But those who can decipher the handwriting on the wall know that they are no more and no less than the truth. And when the truth becomes offensive and inconsistent with our self-concepts and outlooks on life, it is time for a complete moral and ethical re-evaluation of ourselves, our school and our society. "We lie can live forever" Carlyle. We feel that the exploitation of black students and the indignities which confront us here on campus is different from the dilemma of black people around the globe only in one essentially insignificant respect—it is more sophisticated, less blatant, "nicer".

Webster Exploitation: b) an unjust or improper use of another person for one's own profit or advantage.

Still we believe that both white and black students on this campus can be expected to become more aware of the profundity and significance of the racial crisis in America—the product of the hard core racism that runs rampant in this society and which at times seems completely to define the American consciousness. This racism was revealed in the farce which Congress made of the Rat Control Bill. As one humorist truthfully asserted: “those Congressmen who made a comedy of the Rat Control tragedy must have enjoyed the final act of the drama—IT WAS A RIOT”!

We repeat the American racial dilemma (as opposed to Negro problem) because we feel that the destinies of white man and black in this nation are inextricably bound. Thus we do not address ourselves to “the Negro Problem” but to a racial crisis which was inaugurated by whites and which now is seemingly being perpetuated by hostile whites and nonchalant blacks.

Moreover, anyone who regards this crisis as a mere sociological phenomena, a vague abstraction which exists in Watts, Newark and somewhere down South...but certainly not as far as the rolling hills of suburbia, and unquestionably not here at Simmons College, is completely self-deluded, unrealistic and incoherent of the realities of life.

The immediate purpose of the Civil Rights Club is to achieve unity and cohesiveness as a group and to address itself realistically and effectively to the racial issue. So just as there is a need for a black political, cultural and social organization on campus, there is a need for a civil rights group through which students of all races can work toward absolute equality and racial justice on this campus and within the society in general.

WHAT CAN BE DONE?... SMITH HALL MEETING ROOM, WEDNESDAY, NOVEMBER 15

Members of the Social Relations Club and all campus political organizations are especially invited.

Liana Franklin
Chairman SRR

Endorsed by members of the Executive Board

THE TEN DEMANDS FROM THE BLACK STUDENT ORGANIZATION
ISSUED TO THE PRESIDENT OF SIMMONS COLLEGE
APRIL 25, 1969

October 5, 1970

To: Faculty and Administration of Simmons College
Black Community Agencies

From: The Watchdog Committee of Simmons College

Re: The Ten Demands from the Black Student
Organization of Simmons

The following report is offered to the Faculty and Administration on the basis of data gathered from students and administration. We have made every effort to be as complete and as accurate as possible. The data should speak for itself.

1. We demand that we have concrete proof of a commitment that 20% of the incoming Freshman Class be Black.
2. The Financial Aid System must be revised. The present financial aid package is grossly inadequate in meeting the needs of the Black students. All the financial needs of the Black students must be met. We demand that this be done by giving all the Black students in total financial need full tuition and/or room and board, plus an allowance. All other Black students in

need should be put on specially modified scales as suggested by the Special Scholarship Committee (100-100-90-80). We demand rapid study of this scale. We demand that the Black Student Organization be instrumental in the restructuring of the financial aid policy of the College.

3. We demand that there be an on-going tutorial program to help Black students whenever necessary. Since these are to be paid positions, Black students should be given first preference.
4. We demand that the President hire a Black man to serve as the College's advisor of Urban Affairs and that he be a voting member of the Faculty.
5. We demand that there be hired a full-time Black Student Advisor who is to be Black. She will serve as a liaison between Black students and the College in whatever capacity necessary. She will be a full voting member of the Faculty.
6. We demand that there be an on-going recruitment of Black professors. We demand concrete proof of a commitment to hire Black professors to teach History 59, History 71, and all other courses about and relating to Black people by September, 1969.

7. We demand that plans be set forth for a major concentration for African and Afro-American Studies. Plans will be completed by September, 1970. Until this concentration is set up, we demand that Black students be given credit for courses in African and Afro-American Studies taken at other institutions with financial burden of the courses assumed by the College as it does with students taking courses at Emmanuel and Wheelock.
8. We demand that the Child Study Center be altered in such a way to encompass a representative number of children of Boston, racially and economically, with scholarship aid whenever necessary.
9. We demand that there be an increase of Black workers on all levels of the College (i.e. resident heads, custodians, maids, secretaries, etc.).
10. We demand that a Black person or a group of Black people be hired to recruit Black people to fill the above positions.

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